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# The Library Skills Learning Package: An Evaluation

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THE LIBRARY SKILLS LEARNING PACKAGE;

AN EVALUATION

(TITLE)

BY

KATHLEEN H. JENKINS

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1980

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

April 28, 1980  
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April 28, 1980  
DATE

THE LIBRARY SKILLS LEARNING PACKAGE:

AN EVALUATION

BY

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E. S. in Ed., Southeastern Louisiana University, 1958  
M. L. S., George Peabody College of Vanderbilt University, 1974

ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the requirements for the  
degree of Specialist in Education at the Graduate School  
of Eastern Illinois University

CHARLESTON, ILLINOIS  
1980

393201



The evaluation of the effectiveness of the Library Skills Learning Package as a means of teaching basic library skills to students enrolled in Speech Communication 1310 at Eastern Illinois University is the purpose of this study. The Library Skills Learning Package is a printed self-contained, instructional program consisting of explanations and procedures for use of specific resources and exercises which require the student to use a source in order to answer the questions.

The evaluation takes two forms: (1) attitude measurement and (2) performance measurement. Two null hypotheses are tested. Hypothesis #1: Students displayed no significant attitudes or opinions, pro or con, toward the effectiveness of the Library Skills Learning Package. Hypothesis #2: There is no significant difference in the scores obtained by the students on the pretest and posttest, indicating that the Library Skills Learning Package does not achieve its stated objectives and is, therefore, not an effective method of teaching basic library skills.

Student attitudes toward the instruction are measured by means of a questionnaire, completed anonymously, at the conclusion of instruction. The questionnaire surveys student opinion on the content and effectiveness of the learning package and solicits any additional comments the student wishes to include.

Pretests and posttests measure student knowledge of basic library skills before and after instruction. In order to make the evaluation more objective, the pre and posttest scores are subjected to statistical analysis using the "t" test of means for related samples.

In regard to the questionnaire used to assess student attitudes toward this method of instruction, the number of positive responses

indicates that the majority of students completing the instruction do feel that the learning package is an effective means of learning basic library skills.

Findings of the study pertaining to performance measurement, indicate a significant improvement in posttest scores of students completing the learning package.

Based on results of the student survey and analysis of statistical data the following recommendations are made: (1) continue the Library Skills Learning Package as the means of teaching basic library skills to students enrolled in Speech Communication 1310; (2) add additional versions of all exercises to alleviate the problem of numbers of students needing the same sources at the same time; (3) review responses to pretest and posttest questions to determine which information presented in the learning package should be eliminated, emphasized or revised; (4) validate the pretest and posttest so they may be used as the basic form of evaluation for the Library Skills Learning Package; (5) conduct follow up studies to ascertain student retention and subsequent use of information included in the learning package, and what effect, if any, instructor attitude has on the effectiveness of the program.

## Acknowledgement

I would like to express my appreciation to Dr. Gene Scholes, advisor for this field study, and to the faculty of the Department of Instructional Media for their encouragement and support throughout the program. Sincere thanks is given to Mr. Paladugu Rao for his advice and assistance in completing the statistics of the study.

A special note of gratitude is given to the faculty of Speech Communications who have supported the program of instruction and who generously relinquished their class time to conduct the tests, and to the students whose participation made this study possible.

Finally, a very special thanks to my husband, Sam, for his continuing patience, encouragement and understanding.

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## Chapter I

### The Problem

#### Introduction

The author initiated a library instruction program in some sections of Speech Communication 1310, at Eastern Illinois University in the Spring semester, 1978. This instructional program consists of a three unit learning package which the students must complete in order to meet the requirements of the course.

The rationale of this program is threefold: First, to reach the student who would not elect to take a library orientation or library use course; secondly, to acquaint the student early in his/her academic career with the variety of library resources, tools, and search techniques which will make him self-sufficient in his use of the library; and thirdly, to give the student a basic foundation of library skills on which he may build an expertise in search strategies peculiar to his chosen discipline.

"Need" motivates most students, so the learning package introduces the various library resources and services to the student at a time when library use is fundamental to adequate completion of the requirements of Speech Communication 1310.

The library instruction is course related in that it introduces students to materials which are useful in fulfilling the research requirements of this particular course. Course related instruction also includes the concept of gradation and it is hoped that this initial instruction in Speech Communication 1310 will serve as a foundation on which to build additional levels of instruction, not only for Speech Communications, but for other disciplines as well.

The Library Skills Learning Package is made available to any instructor of Speech Communication 1310 who elects to use it. It has



now been in use for four semesters, reaching approximately 325 students each semester.

This is a new program and, thus, modifications and revisions are necessary if its objectives are to be realized. An evaluation of the program of instruction has been initiated. This evaluation forms the basis of the present study.

### Background of the Study

Considerable research has been or is currently being conducted relative to the various methods of library instruction. The literature abounds with plans, methods, and reasons for library instruction programs at all academic levels. A survey of this literature indicates that there are many excellent programs and ideas available for adaptation and use, but, as yet no single method stands out as the definitive answer to the ever present question "How can we reach the greatest number of students at a time in their academic careers when library instruction will be most meaningful and useful to their present and future information gathering needs?"

Four points were considered in choosing a method of library instruction:

- 1) The instruction must be structured to suit local needs with consideration being given to the university, the instructors, and the students.
- 2) Instruction should be given at a point of need, a time when library skills will be most beneficial to the student.
- 3) Effective library instruction should contain some activity which requires actual use of the library. These exercises should require a response, not to the material on how to use the library, but to using

the library itself.<sup>1</sup>

4) An incentive (grades, etc.) is necessary to assure adequate completion of the instructional units.

The present method of instruction, in keeping with these four points, was chosen for use in Speech Communication 1310. Speech Communication 1310 is a required course reaching a large percentage of first year students. Course instructors generally consider library research to be an important part of student development, therefore it is an ideal course for the integration of instruction in basic library skills.

The material covered in the course is extensive and instructors are unwilling to relinquish class time for library instruction. Thus a method had to be devised to accomplish this instruction without regularly scheduled meetings, a method by which students could work on their own time.

It is not enough to merely tell a student about a specific resource and how to use it: The student must actually use the source himself for learning to take place. It is also important that the student have guidance materials to refer to while working with a source, and that this information be useful at a later date when further research is required.

The Library Skills Learning Package was developed in keeping with these objectives. The goal of the package is to identify and introduce basic resources, rather than make expert researchers of the students.

The learning package is a modified form of self-instruction. The package consists of three self contained instructional units. There

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<sup>1</sup>Thomas Kirk, "Problems in Instruction in Four Year Colleges" in Educating the Library User, ed. John Lubans, Jr. (New York: Bowker, 1974), p. 98.



is a brief introduction stating the purpose and objectives of the package and resource persons who may be consulted for assistance, as well as the time requirements and procedures for completing the package. Explanations and procedures, as well as location maps of resources discussed, are provided with each unit. Exercises, which require the student to actually use the resource in order to answer the questions, are included in each unit. If a student encounters difficulty he may ask for assistance at any time. Staff members are instructed not to give the student answers to the exercise questions, but to assist the student in finding the answer. There are five different versions of exercises for each unit to discourage copying. More versions are planned when time permits.

Exercises from each unit of the package are removed and returned to the librarian for grading. The student is encouraged to keep the text of the package for future reference. The exercises are graded by the librarian in accordance with the instructor's wishes. Grades are then recorded and sent to the instructor to be incorporated into the final grades for the course.

### Purpose of the Study

The purpose of this study is to evaluate the effectiveness of the Library Skills Learning Package used in Speech Communication 1310.

The evaluation takes two forms:

- 1) Attitude measurement, which is an assessment of student attitudes with regard to course content, instructional material and teaching method. Students, on completion of the Learning Package, were asked to complete, anonymously, a questionnaire dealing with the above mentioned aspects of the program.

2) Performance measurement, which is an assessment of student knowledge of basic library skills before and after the completion of the learning package. Pretests and posttests are used to evaluate the effectiveness of the instruction. The questions on the tests are directly related to the stated objectives of the learning package. Each student's pretest score is matched with his posttest score to determine how much, if any, his/her library skills improved as a result of the learning package.

Student attitude assessment of the program via questionnaire coupled with performance assessment through pretesting and posttesting should yield a reliable overall evaluation of instruction.

#### Hypotheses to be tested

The following null hypotheses in relation to the two forms of evaluation, the student questionnaire and the pretest and posttest, will be tested.

Hypotheses number one:

Students displayed no significant attitudes or opinions, pro or con, toward the effectiveness of the Library Skills Learning Package.

Hypotheses number two:

There is no significant difference in the scores obtained by the students on the pretest and posttest, indicating the Library Skills Learning Package does not achieve its stated objectives and is, therefore, not an effective method of teaching basic library skills.

### Definition of Terms

Library orientation - an initial encounter with the physical layout and services available in a library.

Library instruction - information given in some detail concerning specific resources, thus helping the student develop library skills which will aid him/her in present and future research needs.

Bibliographic instruction - this term is often used synonymously with the term library instruction. Of late, library instruction has become the more popular term.

Library skills - the use of library resources and search techniques which will make the student self sufficient in his use of the library.

Course related instruction - library instruction that is incorporated into a regular academic course which requires assignments that should motivate students to use reference sources.

Learning package - a printed self-contained instructional unit containing explanations of sources, procedures for using the sources and exercises which require the student to actually use the material in order to answer the questions.

## Chapter II

### Review of the Literature

#### Library Instruction: Programs and Methods

Library orientation and library instruction are not new concepts. A survey of the earliest library literature provides reports of the concern of the librarian for helping the user acquire the skills necessary for efficient use of the library.

Attitudes and objectives of libraries concerning library instruction have changed along with the entire educational scene. Today, learning to effectively use specific resources of the library is not enough; the student should also acquire search techniques which will serve as a basic foundation on which he may build an expertise in search strategies peculiar to his chosen discipline, thus preparing him for lifelong learning.

This concept of library instruction, especially in relation to academic libraries, has been drawing considerable attention in the last decade. Many methods of library instruction are presently being used, researched and evaluated. To quote Buxton, "We presently know of no one method of instruction which is best for all situations, or all students, or all subject matter, or for all instructors."<sup>1</sup>

The above statement summarizes much of the current thought in relation to library instruction. Library instruction, given by a reference librarian, on a one-to-one basis is definitely an effective, although unrealistic teaching method, since there are not enough librarians available to accommodate the number of students in need of instruction. Therefore, library instruction must adapt to the realities of reaching a vast number of students in the most effective, economical

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<sup>1</sup>Claud E. Buxton, College Teaching: A Psychologist's View. (New York: Harcourt, Brace and Company, 1956), p. 363.



way. Colleges and universities in the United States and Europe have experimented with course related instruction, point-of-use programs and separate library courses as means of effectively reaching large numbers of students. Various teaching strategies within these methods have been utilized such as the traditional lecture, multimedia presentations, television, programmed instruction, computer assisted instruction, and learning modules. Charles Crossley points out: "The means by which we teach need to be as varied as the means by which anyone teaches...we should look for the best methods for our peculiar circumstances."<sup>2</sup>

Course related or integrated library instruction is one method which has evidently met with lasting success. Entire programs of library instruction at the college/university level, such as the program at Earlham College<sup>3</sup>, have been built around this concept. The instruction is integrated into the course work of those courses requiring library research and is most effective when offered at a time when an assignment requiring library research is eminent. The students, at this time, see the need for the instruction and it is directed toward what is important to them - good grades on the assignments. This concept also allows instruction to be offered at increasingly sophisticated levels, thus advancing the student's proficiency in library skills.

The attitudes and practices of the administration and instructors are crucial to any program of library instruction. Course related instruction offers an excellent opportunity for faculty interest to influence students. The faculty constitutes the greatest motivating

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<sup>2</sup>Charles Crossley, "Education in Literature and Library Use," Library World 71 (May 1970): 345.

<sup>3</sup>James R. Kennedy, "Integrated Library Instruction," Library Journal 95 (April 1970): 1450-1453.

factor in library instruction programs and their attitudes toward library usage are reflected in the attitudes of their students.<sup>4</sup>

This type of instruction provides an excellent opportunity for faculty and librarians to work together in achieving an effective program which relates library assignments to course objectives. As Palmer wrote: "The faculty provides the need-motivation and standards for quality sources, and the library faculty provides, by any possible means, a knowledge of the best ways to find the quality sources."<sup>5</sup>

As previously stated, various means or teaching strategies are used to provide instruction to students. Although librarians are generally convinced that instruction is best received by students at a time of need, they are still seeking ways to present this instruction to large numbers of students with a minimum of expense and use of library staff time.

Computer Assisted Instruction (CAI) as presented at the University of Denver Libraries is an accepted means of providing individual instruction to any number of students. CAI is well received by the students and some statistics have been gathered attesting to the success of these programs.<sup>6</sup>

According to the Melum survey, almost every library surveyed uses

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<sup>4</sup>Verna Melum Beardsley, "Library Instruction in Colleges and universities in the seventies: a viewpoint." in Educating the Library User, ed. John Lubans, Jr. (New York: Bowker, 1974), p. 113.

<sup>5</sup>Willicent C. Palmer, "Why Academic Library Instruction?" in Library Orientation, ed. Sul H. Lee (Ann Arbor: Pierian Press, 1972), p. 7.

<sup>6</sup>Patricia Culkin, "CAI in Library Use," Drexel Library Quarterly 8 (July 1972): 301.

some form of the traditional lecture in its library instruction program.<sup>7</sup> Although this method does foster interaction between librarian and students, it does not provide effective hands-on use of the sources being discussed.

Garner reports that many successful audio/visual programs emanated from the Model Library Program of Project Intrex at Massachusetts Institute of Technology.<sup>8</sup> These audio/visual presentations provide point-of-use instruction for specific sources. Garner further states that this program has resulted in the realization that these point-of-use presentations, although convenient and instructive, are by no means the only approach that can or should be utilized in library instruction.<sup>9</sup>

Printed instructional materials in the form of self-paced workbooks, guides and programmed instruction have taken a prominent place in library instruction programs. This method conceivably combines the advantages of point-of-need instruction and effective hands-on experience in the use of various bibliographic tools. Miriam Dudley reports on the use of the Workbook in Library Skills - A Self-Directed Course in the Use of UCLA's College Library. This highly effective program provides hands-on experiences and as much librarian/student contact as needed or desired by students. The success of the program is substantiated by the fact that it has been widely adapted for use in other libraries.<sup>10</sup>

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<sup>7</sup>Verna V. Melum, "1971 Survey of Library Orientation and Instruction Programs," Drexel Library Quarterly 7 (October 1971): 225-253.

<sup>8</sup>Jeffrey J. Garner, "Point-of-Use Library Instruction," Drexel Library Quarterly 8 (July 1972): 282.

<sup>9</sup>Ibid., p. 284.

<sup>10</sup>Miriam Dudley, "The State of Library credit courses and the State of the Use of Library Skills Workbooks" in Library Instruction in the Seventies: State of the Art, ed. Hannelore B. Rader (Ann Arbor: Pierian Press, 1977), p. 82-84.



Renford, using a self-paced workbook to reach 8,000 beginning college students in a period of 2 years, reports that in her estimation this is one of the only ways to reach large numbers of students with minimal staff and time.<sup>11</sup> Scott Duvall formulated a self-study guide for the use of periodical indexes and conducted a study to compare it with the traditional lecture method of instruction. Results indicated that both forms of instruction are effective in teaching the use of indexes.<sup>12</sup> Phillips and Raup, undertaking a similar study using a booklet of programmed instruction, report similar conclusions; that this form of programmed instruction is a satisfactory alternative to the routine introductory lecture.<sup>13</sup>

#### Library Instruction: An Evaluation

Just as librarians agree unanimously on the necessity of library instruction, they also agree that evaluation is a necessary, in fact, an integral part of any library instruction program. Fjallbrant points out that whatever method is used to educate the library user, careful evaluation must be carried out in order to study the effects of the instruction and provide information for educational decision making.<sup>14</sup>

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<sup>11</sup>Beverly L. Renford, "A Self-paced Workbook Program for Beginning College students," Journal of Academic Librarianship 4 (September, 1978): 200.

<sup>12</sup>Scott H. Duvall, Library Instruction: Two Teaching Methods, (Arlington, Virginia: ERIC Document Reproduction Service, ED 112 898, 1975): p. 28.

<sup>13</sup>Linda L. Phillips and E. Ann Raup, "Comparing Methods of Teaching Use of Periodical Indexes," Journal of Academic Librarianship 4 (January, 1979): 421.

<sup>14</sup>Nancy Fjallbrant, "Teaching Methods for the Education of the Library User," Libri 26 (December 1976): 266.



There has been a rapid proliferation of literature having to do with the development and implementation of library instruction programs but there is little existing literature on the evaluation of these instructional programs. According to Brewer, three trends exist in the prevailing literature. First, the literature tends to concentrate on library orientation programs instead of more advanced levels of instruction; second, emphasis is placed on multimedia presentations; third, comparative studies dealing with the assessment of different forms of instruction seem to predominate.<sup>15</sup> Characteristic of these three types of studies could be Delong's evaluation of a college freshman library orientation program,<sup>16</sup> Duvall's comparison of the self-study packet and traditional lecture methods of teaching the use of indexes,<sup>17</sup> and Kuo's comparison of six different versions of library instruction as applied to similar classes of students.<sup>18</sup>

Cronbach very simply defines evaluation as "the collection and use of information to make decisions about an educational program."<sup>19</sup> Herbert Goldhor is more specific in his appraisal of the evaluation process.

Evaluation is one of the important steps in the administrative process. In brief, it consists of the comparison of performance with objectives of the agency, in order to determine (a) whether there has been any change in

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<sup>15</sup>J. G. Brewer and P. J. Hills, "Evaluation of reader instruction." Libri 26 (March 1976): 56-57.

<sup>16</sup>Edward James Delong. An Evaluation report of the Richmond College Freshman Library Instruction Program. (Arlington, Virginia: ERIC Document Reproduction Service, ED 156 547, 1978).

<sup>17</sup>Duvall, Library Instruction: Two Teaching Methods.

<sup>18</sup>Frank F. Kuo, "A Comparison of Six Versions of Science Library Instruction." College and Research Libraries 34 (July 1973): 267-290.

<sup>19</sup>L. J. Cronbach, "Evaluation for course improvement," Teachers College Record 64 (1963): 672.

performance for a given time period, (b) if so, whether the change is in the desired direction, and (c) if so, to what extent.<sup>20</sup>

Evaluation, as seen by Lancaster, can be either subjective (conducted by gathering opinions via questionnaires or interviews) or objective (the measurement of success in quantitative terms); or a combination of the two.<sup>21</sup>

When evaluation is contemplated, the choice of methodology is critical and depends upon the particular circumstances in each case and must be determined in relation to the purpose for which evaluation is being undertaken.<sup>22</sup>

Librarians, teaching the use of the library, often rely on subjective evaluation methods to evaluate the success of an instructional program. Observations, questionnaires, and verbal feedback from faculty and students are methods often employed.<sup>23</sup> These methods are useful in ascertaining student and faculty attitudes and feelings about a specific program or instructional session. These attitudes are important, but other methods must also be employed to measure student proficiency and whether learning has occurred and to what extent.

Testing programs are one means available to librarians to measure student proficiency. Very few standardized tests are available that

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<sup>20</sup>Herbert Goldhor, Preface to The Measurement and Evaluation of Library Services by F. W. Lancaster (Washington, D.C., Information Resources Press, 1977), p. vii.

<sup>21</sup>Frederick W. Lancaster, The Measurement and Evaluation of Library Services. (Washington, D.C., Information Resources Press, 1977), p. 1.

<sup>22</sup>Brewer, "Evaluation of Reader Instruction," p. 57.

<sup>23</sup>Peter Hernon, "Library Lectures and their Evaluation: A Survey," Journal of Academic Librarianship 1 (July 1975): 16.

are designed to measure the ability of adults to use the library.<sup>24</sup>

The Peabody Library Information Test, developed by Shores and Moore,<sup>25</sup> the Bennett Use of the Library Test,<sup>26</sup> developed by Alma Bennett and A Library Orientation Test for College Freshmen,<sup>27</sup> developed by Ethel Feagley are three prominent tests in the field of librarianship. All three tests have been used extensively and numerous reviews are available, some highly recommending a specific test, while others condemn it.<sup>28</sup>

The University of Wisconsin-Parkside uses a library skills test to evaluate learning after students in the American language classes complete a library instruction workbook.<sup>29</sup> This test was internally developed by the librarians and validation of the Library Skills Test is planned so that it can be used as the basic method of evaluation for the American Language library instruction program.<sup>30</sup>

Other universities such as Pennsylvania State University<sup>31</sup> and

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<sup>24</sup>Ralph Perkins, The Prospective Teacher's Knowledge of Library Fundamentals, (New York: Scarecrow Press, 1965): p. 48.

<sup>25</sup>Louis Shores and Joseph T. Moore, Peabody Library Information Test, (Minneapolis: Educational Test Bureau, 1940).

<sup>26</sup>Alma Bennett and H. E. Schrammel, Bennett Use of the Library Test (Emporia: Bureau of Educational Measurement, Kansas State Teachers College, 1947).

<sup>27</sup>Ethel M. Feagley and others, A Library Orientation Test for College Freshmen. (New York: Columbia University, 1962).

<sup>28</sup>Perkins, Prospective Teacher's Knowledge, p. 49.

<sup>29</sup>Universities Libraries. Bibliographic Instruction Program, Wisconsin University-Parkside. (Arlington, Virginia: ERIC Document Reproduction Service, ED 126 937, 1976), p. 44.

<sup>30</sup>Ibid., p. 45.

<sup>31</sup>Stuart Clogoff, "Using Statistical Tests to Evaluate Library Instruction Sessions," Journal of Academic Librarianship 4 (January 1979): 438.



State University of New York,<sup>32</sup> due to the lack of standardized tests, are devising library skills tests to evaluate their library instruction programs.

The degree of accuracy and reliability of these tests is questionable, due to the lack of validation, and care must be taken in making generalizations based on given results. However, the results of these tests when applied to specific programs and submitted to statistical analysis can be a valuable source of information.

Pre and posttest scores may be used to evaluate the effectiveness of learning, as diagnostic tools to determine the need for instruction and as a means to determine which basic library skills need to be taught. Analysis of student pretest scores yields valuable information by which librarians may improve instruction. Individual scores, class mean, the standard deviation, and item-by-item analysis showing the distribution of choices and the percent of correct answers for each item enable the librarian to determine which basic library skills need to be taught.<sup>32</sup> A comparison of pretest and posttest scores may also be useful in indicating weak or inappropriate items included in the instruction.<sup>33</sup> A recent study using this type of procedure was conducted at the University of Arizona by Phipps and Dickstein.<sup>34</sup>

Statistical tests may be applied to the data collected though the

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<sup>32</sup>Peter Olevnik, A Media Assisted Library Instruction Orientation Program Report. (Arlington, Virginia: ERIC Document Reproduction Service, ED 134 138, 1976).

<sup>32</sup>Glogoff, "Using statistical tests," p. 438.

<sup>33</sup>Ibid.

<sup>34</sup>Shelley Phipps and Ruth Dickstein, "The Library Skills Program at the University of Arizona: Testing, Evaluation, and Critique," Journal of Academic Librarianship 5 (Sept. 1979): 205-214.

use of pre and posttests, thus making the evaluation process more objective. According to Glogoff, three statistical tests have been most useful. First, the "t" confidence interval measures the change from pretest to posttest; second, the analysis of variance determines the effect of samples on some common factor; and third, the chi square test provides the opportunity to analyze the library instruction in terms of the characteristics of the students by determining if there is a significant relationship between variables.<sup>35</sup>

These statistical tests and others can be of value in the evaluation of library instruction programs when used in conjunction with subjective methods thus giving the librarian objectivity as well as insight into the affective effects of the instruction.

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<sup>35</sup>Glogoff, "Using statistical tests," p. 441.

## Chapter III

Methodology

The Library Skills Learning Package was integrated into twelve sections of Speech Communication 1310 in the Fall Semester, 1979. The instructors of these sections agreed to take part in the evaluation. A total of 328 students were enrolled in these sections. Grading schedules were set up with the individual instructors prior to the start of the program. Arrangements for the administration of the pretest and posttest were finalized. The study used an experimental pretest-posttest situation instead of a control group. Students not completing the three units of the learning package as well as the pretest and posttest were eliminated from the study in the interest of accuracy.

## Attitude measurement

A questionnaire (Appendix A) was included in the last unit of the Library Skills Learning Package. The students were asked to complete the questionnaire, anonymously, and place it in a box in the Self-Study Materials Center of the library. One hundred eighty seven (57%) students responded. The short questionnaire includes questions on the content and effectiveness of the learning package and solicits any additional comments the student wishes to include.

## Performance measurement

A pretest (Appendix B) and a posttest (Appendix C) were constructed based on the stated objectives of the learning package. These tests were designed by the author since no existing tests adequately meet the specific needs of this instruction. The author reviewed several existing library skills tests, the Peabody Library Information Test,<sup>1</sup> the Bennett

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<sup>1</sup>Shores, Peabody Library Information Test.

Use of the Library Test,<sup>2</sup> the Feagley's Library Orientation Test for College Freshmen,<sup>3</sup> and the University of Wisconsin-Parkside, Library Skills Test,<sup>4</sup> thus the tests developed incorporate questions similar to those found in the above mentioned tests. It was decided that a multiple choice test is most appropriate to measure change in student knowledge of basic library skills in the pre and posttest situation. The same number of questions was included on the pre and posttest. Different examples of specific sources and the order of answer choices was changed on the posttest. Care was given to the structure of questions to eliminate the possibility of one question giving the answer to another.<sup>5</sup>

The pre and posttests each consist of thirty-two questions divided into seven sections, each section dealing with a particular skill. The seven sections include: the card catalog, the use of the Subject Heading List in finding alternative subjects, basic reference tools, periodical indexes, newspaper indexes and microforms, research strategy including bibliographic citations, and information sources peculiar to Booth Library. Since the majority of students enrolled in Speech Communication 1310 are freshmen, it is assumed that they possess minimal library skills.

The pretest was administered in twelve sections of Speech Communication 1310, a total of 309 (94%) students took the test. Faculty members relinquished about twenty minutes of class time for students to complete the test. Students recorded their answers on machine readable answer

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<sup>2</sup>Bennett, Bennett Use of the Library Test.

<sup>3</sup>Feagley, A Library Orientation Test for College Freshmen.

<sup>4</sup>Universities Libraries, Bibliographic Instruction Program, Wisconsin University-Parkside, pp. 47-59.

<sup>5</sup>Advice on test design and construction was sought and graciously given by the Coordinator, Eastern Illinois University Testing Center, July, 1979.



sheets, which were later scored by the Testing Center.

Students, after completing the pretest, were given the first unit of the learning package. The package was completed according to the instructions included in Unit I. It was recommended that students complete one unit of the package each week--a total of three weeks. Due to differences in scheduling by individual instructors, students required approximately five weeks to complete the three units of the package.

Posttests were administered in the same twelve sections of the course, two weeks after the completion of the learning package. Two hundred seventy students (82%) took the posttest.

Names of students completing both pretest and posttest were compared to those completing all three units of the learning package. Any student not completing the entire learning package was withdrawn from the study. A total of 174 students (56%) were tabulated in final analysis. ✓ These students' pretest and posttests were sent to the Testing Center for scoring. Computer printouts of pretest and posttest scores were returned to the researcher for analysis.

Each printout lists individual scores, the class mean, the standard deviation, and an item-by-item analysis of each question indicating the distribution of choices and the percent of correct answers for each item.

The pretest and posttest data is further analyzed using the "t" test of means, thereby making the evaluation process more objective. The "t" test measures the change from pretest to posttest. Each student's pretest score is matched with his posttest score to determine how much his/her library skills improved as a result of the instruction. Since no control group was used, only the scores of students taking the ✓



pretest, completing all three units of the learning package, and completing the posttest were used in this analysis. One hundred seventy four pairs of scores (56%) were subjected to analysis.

### Limitations

Reliability and validity of the pretest and posttest have not been established. The same tests were administered in all sections of the course participating in the evaluation. The students were assumed to have uniform minimal library skills. This assumption was based upon observing the skills of the students completing the learning package in previous semesters and by discussing student library skill deficiencies with faculty members who consistently teach this course.

One concern in the comparison of the pretest and posttest scores was the uncontrolled motivational factor relating to the amount of credit students received for completing the entire Library Skills Learning Package. The amount of points given students for completing the learning package varied with instructor. This may have affected their test scores.

Various statistical tests could be used to analyze the pretest and posttest scores. The "t" test of means for two related samples is used in a situation where the experimental group is used as its own control.<sup>6</sup>

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<sup>6</sup>For further elaboration see Chapter IV, p. 32, of this study.

## Chapter IV

Findings and Results

Responses to the student questionnaire and the pretest and posttest scores constitute the data needed to test the proposed hypotheses. The presentation of results will begin with a restatement of the null hypothesis to be tested, followed by an analysis of relevant data.

Attitude measurement

Hypothesis number one is an assessment of student attitudes in regard to course content, instructional material and teaching method.

Null hypothesis: Students displayed no significant attitudes or opinions, pro or con, toward the effectiveness of the Library Skills Learning Package.

Data used in testing this hypothesis was drawn from responses to a seven item questionnaire. There were 187 students who completed and returned the questionnaire. Occasionally a student failed to answer a question, so response numbers vary for specific questions.

The first question asks the student if he found the learning package helpful in acquainting him with the various resources presented in the package. There were 187 responses, 183 indicated yes, 4 indicated no.

Question two concerns the "hands-on experiences" of the exercises. Students were asked if they felt they actually learned "how to use" specific sources while completing the exercises. This question also included eight parts, each part indicating a specific type of resource. One hundred eighty seven students responded to the general question, 176 answered yes, 9 answered no and 2 students indicated both yes and no. The following is a summary of responses to parts a through h:

- a. Finding appropriate subject headings: 172 responded, 154

students answered yes, 18 answered no and 15 students failed to indicate an answer.

b. Using biographical sources, such as Current Biography: 179 students responded, 161 answered yes, 18 indicated no and 8 failed to answer.

c. Using World Almanac: 187 responded, 162 indicated yes and 25 replied no.

d. Using Bartlett's Familiar Quotations: 183 responded, 165 students indicated yes, 18 answered no and 4 failed to respond.

e. Using periodical indexes: 184 students responded, 168 answered yes, 16 answered no and 3 did not answer the question.

f. Using newspaper indexes: 184 responded, 171 indicated yes, 13 indicated no and 3 did not indicate an answer.

g. Using the Newsbank microfiche collection: 186 students responded, 173 answered yes, 13 answered no and 1 student failed to answer.

h. Using the microfilm machines: 185 responded, 161 answered yes, 24 answered no and 2 students did not answer the question.

In regard to g and h above, an increase in use of the Newsbank collection and the newspapers on microfilm by students who have in the past completed the learning package has been noted.

Question three asks if the explanation included in the package gave enough information to enable the student to complete the exercises. One hundred eighty five students responded, 152 answered yes, 33 answered no and 2 students did not indicate an answer.

Whether or not the research strategy section of the learning package will help the student in the future is the basis of question four. This question received 182 responses, 158 answered yes, 24

answered no and 5 students failed to answer. The fact that 158 students or 84 percent of the respondents indicated the unit on search strategy would be useful in the future was very encouraging since one of the major purposes of the instruction is to prepare the student for future research.

Question five asks if a student would prefer some other means of library instruction rather than the learning package. Three options were included for consideration. One hundred eighty-five students responded. Seventy-eight students responded yes, indicating that they would prefer some other method of instruction, 109 students responded no and 2 students indicated no opinion.

Table 1 summarizes, in percentages, the responses to question one through five.

Table 1

## Student Questionnaire: Questions 1-5.

Student perception of effectiveness of the Library Skills Learning Package.

Question number	Percent of total Yes	Percent of total No	Percent of total No opinion
1	97	3	0
2	95	5	0
2a	82	10	8
2b	86	10	4
2c	87	13	0
2d	88	10	2
2e	90	8	2
2f	91	7	2
2g	92	6	2
2h	86	13	1
3	81	18	1
4	84	13	3
5	41	58	1

Question five further asks the students indicating a preference for another means of instruction to choose one or more of three options. Although only seventy-eight students indicated they would prefer another means of instruction, there was a total of ninety-three responses to one or more of the options offered for consideration, indicating that some students chose more than one option. Responses to the options offered for consideration are as follows: Individual assistance: 54 students indicated a preference for this method of instruction. Nineteen students chose the second option, class lectures, probably outside of regular class time. The third option, Other (please explain), received 20 responses, but only 17 students explained their choice. Six students suggested class lectures during regular class meeting, five indicated a preference for a library tour, one student expressed the desire for a credit course in library use, while another suggested a non-credit, optional course. Four students pointed out that although they considered the learning package worthwhile, a longer time was needed for completion.

Table 2 summarizes student preferences for alternative methods of instruction.

Table 2

Student Questionnaire:

Student preferences for alternative means  
of instruction as indicated in Question #5.

<u>Method of Instruction</u>	<u>Number of responses</u>
Individual assistance	54
Class lectures (outside of class)	19
Other (Please explain)	20
class lectures (in class)	6
library tour	5
credit course	1
non-credit course	1
learning package but more time	4



The majority of students, as indicated by the above responses to question number five, chose individual assistance as an alternative method of instruction. It is granted that individual assistance is an effective method of instruction, but in relation to available staff and time, it is also the least feasible. The learning package suggests that students seek assistance when necessary, before they become frustrated and tired. It is hoped that most students, when they encounter difficulty, take advantage of this invitation and ask for assistance.

Question six concerned how much of the information presented in the package the student thought he already knew. Four choices were given for consideration: none, some, most, and all. One hundred eighty-five students responded. Five students indicated none, 143 students indicated some, 36 students indicated most, and one student indicated that he already knew all the information presented. The responses to this question show that 77 percent of the students answering the question believed that they were already familiar with some of the information presented. A close analysis of responses to the pretest questions will be conducted to ascertain which information the students are in fact already familiar with. Questions receiving a large percent of correct answers will be considered as an indication that the students are already familiar with this material and therefore the corresponding section of the learning package may be unnecessary and possibly eliminated.

Table 3

## Student Questionnaire: Question #6

Student perception of prior knowledge of materials  
presented in the learning package.

<u>Answer</u>	<u>Number of responses</u>	<u>Percent of total</u>
none	5	3%
some	143	77%
most	36	19%
all	1	.005%
no opinion	2	.1%

Additional comments about the learning package were solicited in question seven. Both positive and negative responses were received. Seven students commented that the package, especially Unit II, was too long, and four other students recommended a longer period of time in which to complete the package. A tour of the library before beginning the package was suggested by eight students, and one student pointed out that location of materials was difficult even with the aid of the maps included.<sup>1</sup>

The affective domain regarding how students felt about the library staff was an important part of the total learning experience. Six students commented that they found the staff not helpful, while six others found the staff "friendly and helpful". Another student commented "the pleasantness of the staff made learning a pleasure". In connection

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<sup>1</sup>It must be noted that class tours are highly recommended just prior to the assignment of the learning package, but all too often instructors are unable to relinquish class time for a tour. This type of feedback from students is valuable and will be used to stress the importance of familiarizing students with the physical facilities of the library before actually beginning the program of instruction.

with staff/student relationships, it has been informally observed that students tend to seek out librarians that they recognize from dealing with the learning package. That students felt less intimidated by the library and the library staff and were more willing to seek help was considered a favorable result of the instruction.

Comments concerning the overall effectiveness of the learning package were for the most part positive and criticism was constructive. Representative examples of a positive nature included: "good and will come in handy", "extremely helpful", "excellent idea", "learned a lot", and "a very effective learning device". One student noted that he liked being able to keep the text material for future use.

Student criticism of this method of instruction centered around the length of the package, the need for more detailed explanations, allowing class time to work on the exercises, and too many students needing to use the same sources at the same time. Some of these complaints can be remedied when the learning package is revised, others such as class time to do the exercises is beyond the realm of the library staff to remedy.

This questionnaire was designed to assess student opinion in regard to the effectiveness of the Library Skills Learning Package as a means of instruction in basic library skills and research techniques. The number of positive responses indicates that the majority of students feel that the learning package is an effective means of instruction, therefore null hypothesis number one is rejected. ✓

#### Performance measurement

Hypothesis number two is an assessment of student knowledge of basic library skills before and after completion of the learning package.



Null hypothesis: There is no significant difference in the scores obtained by the students on the pretest and posttest, indicating that the Library Skills Learning Package does not achieve its stated objectives and is therefore not an effective method of teaching basic library skills.

Data used in testing this hypothesis was drawn from student pretest and posttest scores. The initial tabulation of pretest and posttest scores was completed at the campus testing center. A computer print-out lists individual scores, class mean, the standard deviation and an item-by-item analysis of the questions showing the distribution of choices and the percent of correct answers for each item.

The pretest and posttest each consisted of thirty-two questions based on the stated objectives of the learning package. Standard deviation of the test scores was similar for both pretest and posttest. A summary of the statistical data for the pretest and posttest may be seen in Table 4.

Table 4

Statistical summary of pretest and posttest

	<u>Pretest</u>	<u>Posttest</u>
number of student scores tabulated	174	174
Items on test	32	32
Highest score	93.8	100.0
Lowest score	28.2	40.7
Mean score	21.2	26.7
Average gain score	---	5.5
Standard deviation	3.6	3.3

Questions one through five tested the student's ability to use the card catalog effectively. Question one, on both the pretest and posttest, was answered correctly by 97 percent of the students. Posttest scores

were higher than pretest scores on questions two through five.

Questions six through eight tested the student's ability to interpret the information found in the Subject Heading List.<sup>2</sup> On all three questions the posttest scores were higher with question eight showing the largest gain, increasing from only 6 percent correct responses on the pretest to 60 percent correct responses on the posttest.

Questions nine through thirteen tested the student's ability to find information in periodical indexes. Posttest scores were higher for questions nine, eleven, twelve and thirteen. Question ten was answered correctly by 86 percent of the students on the pretest, but only 45 percent responded correctly on the posttest. The decrease could be partially attributed to the example used on the posttest. The question asked the student to identify the date of the first article in the example. The example contained two dates, one, the date of the address delivered by the author of the article, and second, the date the address was published as a journal article. Since two dates were given, confusion could have resulted.

Questions fourteen through twenty tested the student's knowledge of basic reference sources. Improvement in posttest scores was shown for questions fourteen through eighteen and question twenty. Posttest scores showed a 1 percent drop for question nineteen. Since the percentage of correct answers was high for both pretest and posttest, 97 percent and 96 percent respectively, the 1 percent change is of little significance.

Questions twenty-one through twenty-four tested the student's knowledge of newspaper indexes. Posttest scores were higher for

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<sup>2</sup>Subject Heading List is a shortened title used in the Library Skills Learning Package to refer to the title Subject Headings Used in the Dictionary Catalogs of the Library of Congress.

questions twenty-two through twenty-four. Posttest scores for question twenty-one showed an 8 percent decrease from 59 percent on the pretest to 51 percent on the posttest. Again the example used on the posttest could have some affect on the choice of answers. October 3 was the correct answer, but when typed in abbreviation it appeared as O3 which some students may have interpreted as a numeral.

Questions twenty five through twenty-eight dealt with the student's knowledge of research techniques and bibliographic citations. An increase in posttest scores was shown for all questions.

Questions twenty-nine through thirty-two tested the student's ability to find materials in Booth Library specifically. Posttest scores were considerably higher for each question.

Careful analysis of the responses to each test question will be undertaken. Questions receiving a high percentage of correct answers on the pretest will be considered as an indication that the corresponding section of the learning package may be unnecessary and therefore possibly eliminated. Questions showing very low percentages of correct answers on both pretest and posttest may indicate the need for additional instruction or the revision of that section of the learning package.

A summary of the responses to each question may be seen in Table 5.

Table 5  
(Figures represent percent scores)

<u>Questions</u>	<u>Pretest</u>	<u>Posttest</u>	<u>% Gain</u>
1	97	97	0
2	84	98	14
3	52	80	28
4	93	99	6
5	21	61	40
6	86	90	4
7	60	93	33
8	6	60	54
9	86	90	4
10	86	45	(-41)
11	86	94	8
12	76	94	18
13	39	83	44
14	58	78	20
15	52	75	23
16	90	94	4
17	93	94	1
18	96	98	2
19	97	96	(-1)
20	97	97	0
21	59	51	(-8)
22	42	79	37
23	67	76	9
24	28	83	55
25	87	94	7
26	93	96	3
27	94	97	3
28	82	90	8
29	21	71	50
30	13	23	10
31	33	94	61
32	45	91	46

Pretest and posttest data is further analyzed using the "t" test of means for two related samples. In this case, the criterion measures (pre- and posttest) are administered to the sample before and after the experimental treatment (the instruction). The test of significance is used to determine whether any change has taken place.<sup>3</sup> Roscoe explains the procedure which applies to the "t" test in this situation.

In the situation in which the experimental group is used as its own control, a single random sample is drawn, and the criterion is administered before and after the experimental treatment. The difference between each pair of scores and the difference between the two means are calculated. The calculated t is compared to the tabled value at the desired level of significance and with degrees of freedom equal to  $N-1$  (where  $N$  is the number of pairs of scores). If the calculated statistic equals or exceeds the tabled value, the hypothesis is rejected, and it is concluded that the observed difference between the two means is a significant one. If the calculated t is smaller than the tabled value, the hypothesis is retained, as no significant difference between the two means has been established.<sup>4</sup>

The test of null hypothesis number two is outlined below.

1. Null hypothesis two states that there is no difference in the scores obtained by the students on the pretest and posttest, indicating that the Library Skills Learning Package does not achieve its objectives and is, therefore, not an effective method of teaching basic library skills.

Alternative hypothesis two would state that there is a significant difference in the scores obtained by the students on the posttest after instruction has taken place.

2. Statistical test: A "t" test of means for related samples,  $N = 174$ .

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<sup>3</sup>John T. Roscoe. Fundamental Research Statistics for the Behavioral Sciences, 2<sup>d</sup> ed. (New York: Holt, Rinehart and Winston, 1975), p. 224.

<sup>4</sup>Ibid., pp. 226-227.



3. Level of significance:  $\alpha = .001$

two tailed test,  $df (N-1) = 173$

4. Critical test value (tabled value)

$t = 3.291$ ,  $df = 173$

reject  $H_0$  when  $t \leq -3.291$  or  $t \geq +3.291$

5. Calculated value:

$t = 19.98$  at  $\alpha = .001$

6. Decision: Reject the null hypothesis because the calculated value of  $t$  exceeds the critical test value of 3.291, indicating that there is a statistically significant difference in the means of the posttest scores over the means of the pretest scores, therefore it can be statistically assumed that the Library Skills Learning Package is an effective method of teaching basic library skills. ✓

## Chapter V

Summary, Conclusions and RecommendationsSummary

The evaluation of the effectiveness of the Library Skills Learning Package as a means of teaching basic library skills to students enrolled in Speech Communication 1310 is the purpose of this study. The Library Skills Learning Package is a printed self-contained instructional program consisting of explanations and procedures for use of specific resources and exercises which require the student to use a source in order to answer the questions.

The evaluation takes two forms: (1) attitude measurement; and (2) performance measurement.

The two null hypotheses tested in this study are as follows:

Hypothesis one: Students displayed no significant attitudes or opinions, pro or con, toward the effectiveness of the Library Skills Learning Package.

Hypothesis two: There is no significant difference in the scores obtained by the students on the pretest and posttest, indicating that the Library Skills Learning Package does not achieve its stated objectives and is, therefore, not an effective method of teaching basic library skills.

Attitude measurement was accomplished by means of a questionnaire, completed anonymously, at the conclusion of instruction. The questionnaire surveyed student opinion on the content and effectiveness of the learning package and solicited any additional comments the student wished to include.

Pretests and posttests measured student knowledge of basic library skills before and after instruction. In order to make the evaluation

more objective, the pre and posttest scores were subjected to statistical analysis using the "t" test of means for related samples.

### Conclusions

In regard to the questionnaire used to assess student attitudes toward this method of instruction, the number of positive responses indicates that the majority of students completing the instruction do feel that the learning package is an effective means of learning basic library skills.

Questions one and two dealt specifically with the effectiveness of the learning package as a method of teaching the use of specific skills. The majority of students, no less than 82 percent, responded positively to the questions. Question three pertained to the self-study concept of the package. Eighty-one percent of the students responding indicated that the explanations gave them enough information to enable them to complete the exercises. In response to question four, 34 percent of the students indicated they thought the section on research strategy would be useful in the future. In response to question five, 58 percent of the students indicated that they would not prefer another means of instruction, 41 percent indicated that they would prefer another method. Individual assistance was the choice of the majority of students indicating a preference for another method.

Student responses to how much of the material they believed they already knew indicated that 76 percent of the respondents thought they were already familiar with some of the information included in the package and 14 percent believed they were familiar with most of the materials presented.

Responses to the request for additional comments yielded valuable

information and suggestions which will be incorporated into the package when it is revised. The major complaints of the students centered around the length of the package, the time required to complete the exercises, and the fact that a number of students need to use the same sources at the same time. It can be concluded, in regard to student responses to the questionnaire, that the students do have significant opinions and attitudes toward the learning package, and therefore null hypothesis number one is rejected. ✓

Findings of the study pertaining to performance measurement indicate an improvement in posttest scores of students completing the learning package. There were thirty-two questions on the pretest and posttest. Improvement in posttest scores was indicated on twenty-seven questions. Two questions received the same percent of correct answers on both the pretest and posttest and a decrease in posttest scores was indicated for three questions.

Questions receiving a high percentage of correct answers on the pretest will be considered as an indication that students are already familiar with the material and, therefore, the corresponding section of the learning package may be unnecessary and possibly eliminated. Questions showing a low percentage of correct answers on both pretest and posttest may indicate the need for additional instruction or the revision of the corresponding section of the learning package.

Pretest and posttest data was further analyzed using the "t" test of means for two related samples. Results indicate a significant difference in the means of the posttest scores over the means of the pretest scores, therefore, null hypothesis two is rejected. It can be concluded that the Library Skills Learning Package does achieve its stated objectives and is an effective method of teaching basic library skills.



## Recommendations

Based on the results of the student questionnaire and analysis of statistical data pertaining to pretest and posttest scores several recommendations are appropriate.

The Library Skills Learning Package should be retained as the means of teaching basic library skills to students enrolled in Speech Communication 1310. In view of student suggestions on the questionnaire, additional versions of all exercises should be added to alleviate the problem of numbers of students needing the same sources at the same time.

A review of responses to pretest and posttest questions should be undertaken to determine which information in the learning package should be eliminated, revised or emphasized. Steps should be taken to validate the pretest and posttest so they may be used as the basic form of evaluation for the Library Skills Learning Package.

Additional studies would be beneficial to the overall strength of the program. A follow up study of students who participated in this evaluation to ascertain their retention and subsequent use of the basic skills learned through the package would be appropriate.

The study did not investigate all aspects of the Library Skills Learning Package. The primary concern was to investigate its effectiveness as a teaching method of basic library skills. Therefore, it would be advantageous to investigate what effect, if any, instructor attitude has on the effectiveness of the learning package.

A basic skills program of this type, although familiarizing the student with various sources, cannot provide as much interaction between student and librarian as would be desirable. Providing a positive experience in library use is of utmost importance in dealing



with inexperienced library users. It is therefore recommended that library staff members keep this public relations factor in mind and try to foster a positive student attitude toward the library and its staff.

## APPENDIX A

## EVALUATION

We would appreciate knowing your ideas and comments on the Library Skills Learning Package you have just completed. Please fill out this short questionnaire and drop it in the box on the desk in SMC.

1. Did you find the learning package helpful in acquainting you with the various tools discussed.  
Yes \_\_\_\_\_ No \_\_\_\_\_
2. Do you feel that you actually learned "how to use" a particular source while doing the exercises.  
Yes \_\_\_\_\_ No \_\_\_\_\_
  - a. Finding appropriate subject headings. yes \_\_\_\_\_ no \_\_\_\_\_
  - b. Using biographical sources, such as Current Biography. yes \_\_\_\_\_ no \_\_\_\_\_
  - c. Using the World Almanac. yes \_\_\_\_\_ no \_\_\_\_\_
  - d. Using Bartlett's Familiar Quotations. yes \_\_\_\_\_ no \_\_\_\_\_
  - e. Using periodical indexes, such as Readers' Guide. yes \_\_\_\_\_ no \_\_\_\_\_
  - f. Using newspaper indexes, such as New York Times Index. yes \_\_\_\_\_ no \_\_\_\_\_
  - g. Using the Newsbank microfiche collection. yes \_\_\_\_\_ no \_\_\_\_\_
  - h. Using the microfilm machines. yes \_\_\_\_\_ no \_\_\_\_\_
3. Did the explanation and procedures give you enough information to enable you to complete the exercises?  
Yes \_\_\_\_\_ No \_\_\_\_\_
4. Do you think the sections on research strategy and compiling footnotes and bibliographies will be helpful to you in the future when you are required to write a research paper?  
Yes \_\_\_\_\_ No \_\_\_\_\_
5. Would you prefer some different means for learning how to use the library other than this type of package?  
Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, check which you prefer

\_\_\_\_\_ individual assistance

\_\_\_\_\_ class lectures, probably outside of regular class meeting

\_\_\_\_\_ other (please explain)

## EVALUATION (cont.)

6. How much of the information presented did you already know?

_____ none	_____ most
_____ some	_____ all

7. Please feel free to use this space for any additional comments which may help us evaluate this type of library instruction.

...THANK YOU FOR YOUR COOPERATION...

## APPENDIX B

## LIBRARY SKILLS PRE-TEST

\*\*\*\*\*

\* The purpose of this test is to determine your knowledge of basic library \*  
 \* skills. The results of this test will in no way affect your grade in this \*  
 \* course. Please do not guess the answers to the questions. If you do not \*  
 \* know the answer, mark "do not know". \*

\* Please do not mark in your test book. Read each question carefully, choose \*  
 \* your answer and blacken the corresponding space on the answer sheet. \*  
 \* Please fill in your name, date, grade, instructor, and identification \*  
 \* number on the top of the answer sheet. \*

\*\*\*\*\*

To find a book or other cataloged material in the library you must be able to use the information on a catalog card. The following questions are designed to test your ability to use the card catalog effectively. Below is an example of a catalog card. Please refer to it to answer the questions in this section.

HE	Smith, Anthony, 1938-
8689.4	The shadow in the cave; the broadcaster, his
.S64	audience, and the state. Urbana, University of
	Illinois Press, 1973.
	351 p. 23 cm.
	Bibliography: p. 313-330.
	1. Television broadcasting. 2. Radio broad-
	casting. I. Title.
HE8689.4.S64	384.54
ISBN 0-252-00442-6	73-18146
Library of Congress	LMRC

- The author of the book in the above example is:
  - University of Illinois Press
  - Anthony Smith
  - Library of Congress
  - do not know
- The call number is:
  - 73-18146
  - HE 8689.4.S64
  - 384.54
  - do not know

3. There will be another card for this book in the card catalog under its title beginning with the word:
  - a. shadow
  - b. broadcaster
  - c. The
  - d. Urbana
  - e. do not know
4. Notice the tracings on the sample catalog card. The two additional subjects that this book could be found under are:
  - a. Audience, State
  - b. Television broadcasting, Radio broadcasting
  - c. Shadows, Caves
  - d. do not know
5. Catalog cards with top lines typed in red or all capital letters in black are:
  - a. author cards
  - b. title cards
  - c. subject cards
  - d. joint author cards
  - e. do not know

Subject headings used in the Booth Library card catalog are taken from Subject Headings Used in the Dictionary Catalogs of the Library of Congress, often referred to as the Subject Heading List. The following questions are designed to test your ability to find subject headings used in the library's card catalog. Below is an example of an entry from the Subject Heading List. Use it to answer the questions in this section.

National Songs
sa Folk-songs
Patriotic poetry
Political ballads and songs
War-songs
x Anthems, National
National anthems
Patriotic songs
Songs, National
Songs, Patriotic
xx Folk-songs
Music
National music
Patriotic music
Songs

6. The subject heading used in the card catalog in the above example is:
  - a. National anthems
  - b. National songs
  - c. Patriotic songs
  - d. do not know



7. The above example tells you that books could also be found under the related subject:
- Folk songs
  - Patriotic songs
  - Songs, National
  - do not know
8. According to the example above, which is a subject not used in the card catalog:
- Folk-songs
  - Music
  - Anthems, National
  - do not know

Periodicals, sometimes called magazines or journals, contain a wealth of recent information on many subjects. The following section is designed to test your ability to find information in periodicals.

9. Individual magazine articles are listed in:
- the card catalog
  - a computer printout
  - a periodical index
  - do not know

Examine the following entry from the Readers' Guide to Periodical Literature, then answer the questions in this section.

NEUTRON bombs  
 Enhanced radiation warheads, alias the neutron bomb. G.B. Kistiakowsky. il por Tech R 80:24-31 My '78  
 Enhanced-radiation weapons. F.M. Kaplan. il map Sci Am 238:44-51 My '78  
 Living with the power networks. J.M. Wall. Chr Cent 96:459-60 My 3 '78  
 Loving the bomb without saying so. J.M. Wall. Chr Cent 95:491-2 My 10 '78  
 There must be no neutron bomb; adaptation of address, March 18, 1978. D. Ellsberg. Nation 226:632-3 My 27 '78

10. In the example above, the date of the last article under the subject "neutron bombs" is:
- May 27, 1978
  - March 18, 1978
  - no date is given
  - do not know

11. In the example above, the first article under the subject "neutron bombs" begins on page:
  - a. 80
  - b. 78
  - c. 24
  - d. do not know
12. The last citation in the example states "Kation 226:632-3". The figure before the colon stands for
  - a. paging
  - b. volume
  - c. column
  - d. do not know
13. To determine the complete periodical title of the abbreviated one given in the first entry, one would use:
  - a. the card catalog
  - b. a special page in the front of the index you are using
  - c. the Booth Library Periodicals List
  - d. do not know

Reference books are designed primarily to give an immediate answer to a question or tell the user where the information can be found. The following questions are designed to test your knowledge of some of the most commonly used reference sources.

14. A reference book which attempts to give facts, statistics, and basic information on almost everything from A to Z is called:
  - a. a bibliography
  - b. a directory
  - c. an almanac
  - d. do not know
15. The most appropriate source to start a search for information about a well known international personality presently in the news is:
  - a. Current Biography
  - b. Encyclopedia Britannica
  - c. Who's Who in America
  - d. do not know

Look at the subjects below and match each one with the most suitable source in which to find information. Indicate your choice on the answer sheet by blackening the space of the appropriate letter for each number.

<u>Subjects</u>	<u>Sources</u>
16. an article in a popular magazine on drugs	a. <u>Education Index</u>
17. the call number of a novel by John Jake	b. <u>Bartlett's Familiar Quotations</u>
18. methods of dealing with truancy in school	c. <u>Business Periodicals Index</u>
19. production outlook in the auto industry	d. the card catalog
20. who said "don't look a gift horse in the mouth"	e. <u>Readers' Guide to Periodical Literature</u>

Newspapers are an excellent source of current information on a wide variety of subjects. In order to find information in newspapers you must be able to use the appropriate index. The example below is taken from the New York Times Index. Use this example to answer the following questions.

**DOGS**

Naturalist Roger Caras and St. Louis Zoo veterinarian rescue German shepherd dog stranded on ice island in Mississippi River near Alton, Ill (S), F 4, 13:2

Voice of Animals Soc confers titles on Amy Carter's dog and Vice Pres Mondale's dog (S), F9, III, 2:4

Former NY Times writer Walter R Fletcher receives Dog Writers Assn of Amer awards, NYC, for 13th consecutive yr (S), F 14, 21:2

21. The date on which the article "Voice for Animals Soc confers titles..." appeared in the newspaper is:
  - a. 2:4
  - b. (S)
  - c. F 9
  - d. do not know
22. Look at the first citation in the example above. The 13:2 refers to:
  - a. page and column
  - b. volume and number
  - c. issue and page
  - d. do not know
23. Under each subject heading, articles are arranged:
  - a. alphabetically
  - b. chronologically by date of article
  - c. in no special order
  - d. do not know
24. To find articles from several newspapers on a given subject, the quickest approach would be:
  - a. look in all the indexes to the different newspapers
  - b. look in the card catalog
  - c. look in Newsbank
  - d. check the periodical indexes
  - e. do not know

---

The previous sections of this test were designed to test your skills in using some basic library resources, the next section deals briefly with research techniques.

25. A good first step in searching for information for a term paper would be:
  - a. browse through the stacks looking for information on your topic
  - b. make a preliminary search, by subject, in the card catalog and periodical indexes
  - c. choose the important magazines in your area of interest, and look through the table of contents in the current issues
  - d. do not know

26. Your Instructor requests that you submit a "bibliography" along with your term paper. He wants:
- an outline of your paper
  - a table of contents
  - a list of references you used in your paper
  - a report on the life of a great person
  - do not know
27. One of the main purposes of a footnote is:
- to list all the sources you have read
  - to make your term paper more impressive
  - to give credit to an author from whose work you have taken a quotation or an idea
  - do not know
28. In compiling a bibliography, it is most convenient to keep your references recorded on:
- 3 x 5 notecards
  - a sheet of paper
  - a notebook
  - do not know

There are some points of information about Booth Library that are different from other libraries. The following section is designed to test your ability to find materials in Booth Library.

29. The card catalog of Booth Library is:
- the dictionary type -- author, title, and subject cards included in one alphabetical listing
  - a divided catalog -- author and title cards are in a separate catalog from the subject cards
  - a divided catalog -- author, title, and subject cards are each filed in a separate catalog
  - do not know
30. The volume of a periodical you need is on microfilm. You will find this microfilm shelved:
- in the stacks with the books
  - in the Periodical Room next to the bound volumes
  - in the Self-Study Materials Center
  - do not know
31. Newspapers on microfilm can be found in:
- the Reference Room
  - in the Periodicals Room
  - in the Self-Study Materials Center
  - do not know
32. To determine which volumes of a periodical are owned by the library and their location, one would consult:
- the card catalog
  - the Readers' Guide
  - the Periodicals List
  - do not know

## APPENDIX C

## LIBRARY SKILLS POST-TEST

\*\*\*\*\*  
 The purpose of this post-test is to determine the effectiveness of the Library Skills Learning Package that you recently completed. This test will not affect your grade in this course or score on the Library Learning Package. Thank you for your cooperation.  
 \*\*\*\*\*

Please do not mark in your test book. Read each question carefully, choose your answer and blacken the corresponding space on the answer sheet. Please fill in your name, date, grade, instructor, and identification number on the top of the answer sheet.  
 \*\*\*\*\*

To find a book or other cataloged material in the library you must be able to use the information on a catalog card. The following questions are designed to test your ability to use the card catalog effectively. Below is an example of a catalog card. Please refer to it to answer the questions in this section.

TL       Wiley, Jack.  
 410       The unicycle book. Harrisburg, Pa. Stackpole Books  
 .W54       1973  
           224p. illus. 24cm. \$7.95

1. Bicycles and tricycles. 2. Cycling. I. Title  
 TL410.W54                   629.22'71       73-12786  
 ISBN 0-8117-0416-5                   MARC  
 Library of Congress

1. The author of the above book is:
  - a. Stackpole Books
  - b. Jack Wiley
  - c. Library of Congress
2. The call number is:
  - a. 73-12786
  - b. 629.22'71
  - c. TL 410. W54
3. There will be another card in the card catalog under its title beginning with the word:
  - a. The
  - b. Stackpole
  - c. Book
  - d. Unicycle



4. Notice the tracings on the sample catalog card. The two additional subjects that this book could be found under are:
- a. Bicycles and tricycles; Cycling
  - b. Unicycle; book
  - c. Harrisburg, Pa.; Stackpole Books
5. Catalog cards with top lines typed in red or all capital letters in black are:
- a. title cards
  - b. author cards
  - c. subject cards
  - d. joint author cards

Subject headings used in the Booth Library card catalog are taken from Subject Headings Used in the Dictionary Catalogs of the Library of Congress, often referred to as the Subject Heading List. The following questions are designed to test your ability to find subject headings used in the library's card catalog.

Below is an example of an entry from the Subject Heading List. Use it to answer the questions in this section.

Dueling
sa Combat
Fencing
Wager of battle
x Duels
Fighting
xx Combat
Criminal law
Ethics
Fencing
Honor
Manners and customs
Wager of battle

6. The subject heading used in the card catalog in the above example is:
- a. Duels
  - b. Dueling
  - c. Fighting
7. The above example tells you that books could also be found under the related subject:
- a. Combat
  - b. Duels
  - c. Fighting

8. According to the above example, which is a subject not used in the card catalog:
- Fencing
  - Duels
  - Combat

Periodicals, sometimes called magazines or journals, contain a wealth of recent information on many subjects. The following section is designed to test your ability to find information in periodicals.

9. Individual magazine articles are listed in:
- the card catalog
  - a computer printout
  - a periodical index

Examine the following entry from the Reader's Guide to Periodical Literature, then answer the questions in this section.

TECHNOLOGICAL innovations  
 How to put technology into corporate planning;  
 adaptation of address, December 1976. A. R.  
 Fuschfeld. 11 Tech R 80:51-5 My '78  
 Patent policy versus innovation. W.D. Carey.  
 Science 200:1439 Je 30'78  
 Strategies for improving research utilization.  
 E.B. Roberts and A.L. Frohman. bibl 11  
 Tech R 80:32-9 Mr'78  
 Technology's minor moments. S.C. Florman.  
 Harpers 256:16-19 Je '78  
 Vanishing innovation. 11 Bus W p46-9+ J1 3'78  
 White House to study industrial innovations. D.  
 Shapley. Science 200:1364-5 Je 23'78

10. In the example above, the date of the first article under the subject "technological innovations" is:
- May 1978
  - December 1976
  - no date is given
11. On what page does this article begin:
- 80
  - 51
  - 5

12. The last citation in the example states "Science 200:1364-5 Je 23'78." The figure before the colon stands for:
- a. volume
  - b. paging
  - c. column
13. To determine the complete periodical title of the abbreviated one given in the first entry, one would use:
- a. the card catalog
  - b. the Booth Library Periodicals List
  - c. a special page in the front of the index you are using.

Reference books are designed primarily to give an immediate answer to a question or tell the user where the information can be found. The following questions are designed to test your knowledge of some of the most commonly used reference sources.

14. A reference book which attempts to give facts, statistics, and basic information on almost everything from A to Z is called:
- a. a bibliography
  - b. a dictionary
  - c. an almanac
  - d. a directory
15. The most appropriate source to start a search for information about a well known international personality presently in the news is:
- a. Encyclopedia Britannica
  - b. Current Biography
  - c. Statistical Abstract of the United States
  - d. Who's Who in America

Look at the subjects below and match each one with the most suitable source. Indicate your choice on the answer sheet by blackening the space of the appropriate letter for each number.

<u>Subjects</u>	<u>Sources</u>
16. an article in a popular magazine on the care and feeding of house plants.	a. <u>Business Periodical Index</u>
17. the call number of a novel by Ernest Hemmingway	b. <u>Education Index</u>
18. "open admissions policy" in community colleges	c. <u>Bartlett's Familiar Quotations</u>
19. building trends in the construction industry	d. the card catalog
20. who said "mighty oaks from little acorns grow."	e. <u>Readers' Guide</u>

Newspapers are an excellent source of current information on a wide variety of subjects. In order to find information in newspapers you must be able to use the appropriate index. The example below is taken from The New York Times Index. Use this example to answer the following questions.

**PROSTITUTION**

Article examines case of Veronica Bruson, arrested as prostitute at age 11, who died in mysterious plunge from midtown NYC hotel at age 12 (L), O 3,1:3

Sen passes Sen William V Roth Jr's bill to extend Mann Act to include boys and make it crime to transport minors across state lines for purposes of prostitution (S), O 11, 22:4; Frank and Diane Barone arraigned, Sussex County, NJ, for recruiting teen-age girls for prostitution in their Wantage Twp home: illus (S), O 13,11,25:6

21. The date on which the article about Veronica Bruson appeared in the newspaper is:

- a. 1:3
- b. no date is given
- c. O 3

22. Look at the last citation in the example above. The 25:6 refers to:

- a. page and column
- b. volume and number
- c. issue and page

23. Under each heading, articles are arranged:

- a. from general to specific
- b. no specific order
- c. alphabetically
- d. chronologically by date of article.

24. To find articles from several newspapers on a given subject, the quickest approach would be:

- a. look in all the indexes to the different newspapers
- b. check the periodical indexes
- c. look in Newsbank
- d. look in the card catalog

The previous sections of this test were designed to test your skills in using some basic library resources, the next section deals briefly with research techniques.

25. A good first step in searching for information for a term paper would be:

- a. browse through the stacks looking for information on your topic.
- b. make a preliminary search, by subject, in the card catalog and periodical indexes.
- c. look through the tables of content in appropriate magazines.

26. Your instructor requests that you submit a "bibliography" along with your paper. He wants:
- a. a report on the life of a great man
  - b. an outline of your paper
  - c. a table of contents
  - d. a list of references you used in your paper.
27. One of the main purposes of a footnote is:
- a. to make your paper more impressive
  - b. to give credit to an author from whose work you have taken a quotation or an idea.
  - c. to list all the sources you have read.
28. In compiling a bibliography, it is most convenient to keep your references recorded on:
- a. 3 x5 notecards
  - b. a sheet of paper
  - c. a notebook
- 

There are some points of information about Booth Library that are different from other libraries. The following section is designed to test your ability to find materials in Booth Library.

29. The card catalog of Booth Library is:-
- a. a divided catalog : author and title cards are in a separate catalog from the subject cards.
  - b. a divided catalog: author, title, and subject cards are each filed in a separate catalog.
  - c. the dictionary type: all author, title, and subject cards included in one alphabetical listing.
30. The volume of a periodical you need is on microfilm. You will find this shelved:
- a. in the Reference Room
  - b. in the Periodical Room next to the bound volumes
  - c. in the Self-Study Materials Center
31. Newspapers on microfilm can be found in:
- a. the Reference Room
  - b. the Periodical Room
  - c. The Self-Study Materials Center
32. To determine which volumes of a periodical are owned by the library and their location, one would consult:
- a. the Readers' Guide
  - b. the card catalog
  - c. the Periodicals List



## APPENDIX D

The Library Skills Learning Package is a self-contained, instructional program. Its purpose is to teach basic library skills to students enrolled in Speech Communication 1310. The program consists of three units which may be used together or independently.

## APPENDIX D

LIBRARY SKILLS  
LEARNING PACKAGE

SPEECH COMMUNICATIONS 1310



Developed by

KATHLEEN JENKINS, INSTRUCTION LIBRARIAN

JANE LASKY, REFERENCE LIBRARIAN

JANET PALMER, REFERENCE LIBRARIAN

LAURA RAO, MEDIA LIBRARIAN

LETA RIDGEWAY, REFERENCE LIBRARIAN

DIANE PIPPY, ARTIST

BOOTH LIBRARY, EASTERN ILLINOIS UNIVERSITY

### LIBRARY SKILLS LEARNING PACKAGE

This learning package has been developed to aid the students of Speech Communications 1310 in achieving the necessary library skills to adequately complete the requirements of this course and to prepare the students for future library research. A learning package of this length cannot be totally comprehensive, but on the completion of this package the student should have acquired the following skills:

1. Be able to analyze a subject and determine alternative subject headings to use in research.
2. Be able to find specific facts using basic reference tools.
3. Be able to locate articles using the periodical and newspaper indexes.
4. Be able to locate and use various microforms in the library.
5. Develop a systematic method of research which includes using note cards as a method of recording data.
6. Understand and recognize the boundaries of plagiarism.
7. Be able to distinguish between the various forms of bibliographic documentation and record data in correct bibliographic form.

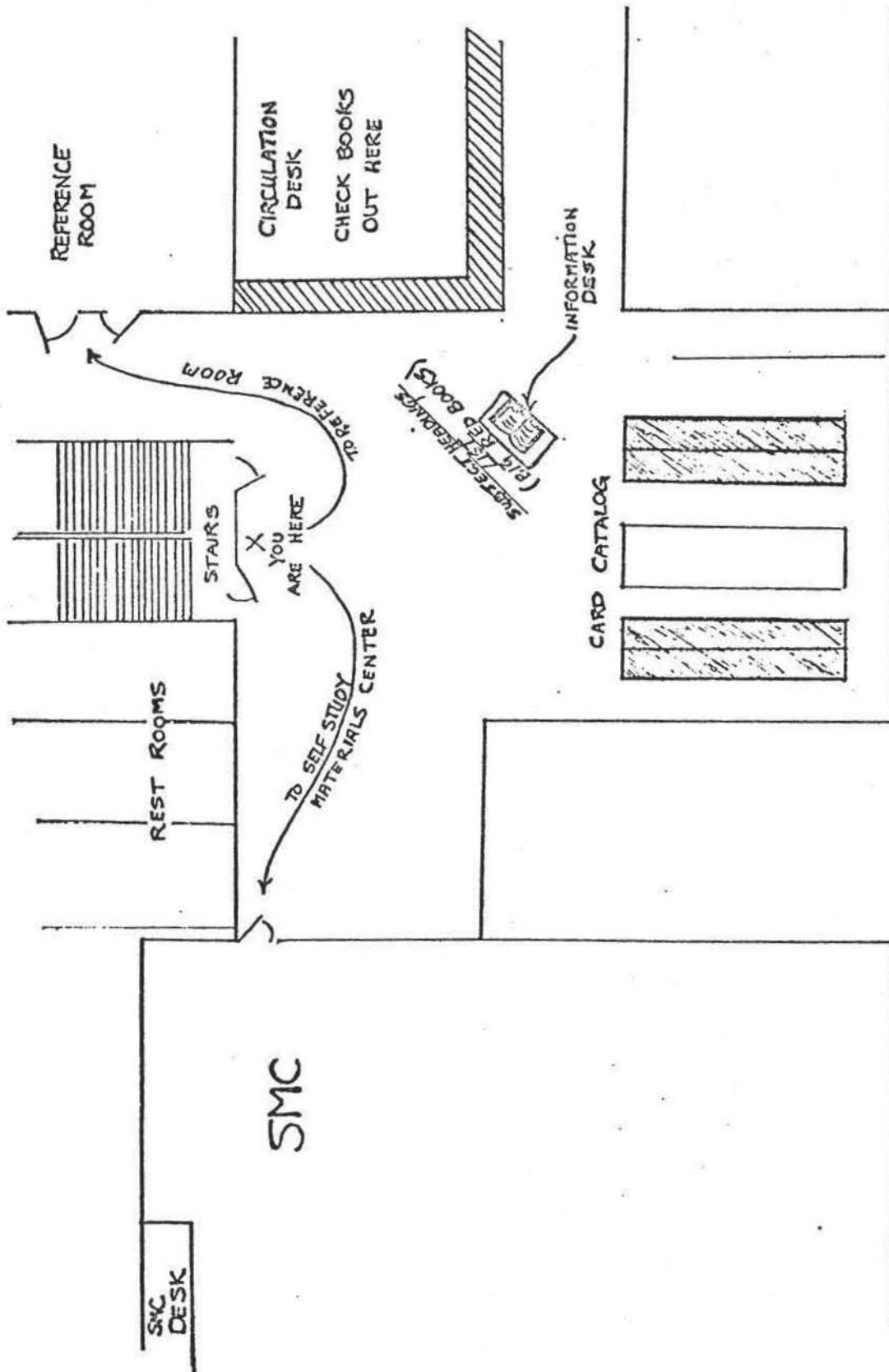
This learning package consists of three units--one unit will be completed each week. Each exercise in the package is preceded by an explanation and statement of procedure. Please read all the explanations and procedures carefully and keep them handy so you can refer to them as you work through the exercises. These exercises are designed to teach you "how to use" specific resources. When you do not understand the procedure or have difficulty in finding the material, please ask for help...don't wait until you are tired and frustrated to ask for assistance. When you complete the first unit of exercises, please take them out of the booklets and return them to Kathleen Jenkins, Instruction Librarian, in the Self-Study Materials Center. You may keep the booklet for future reference. As you turn in a completed unit, you will be given the next one.

To reach the Self-Study Materials Center (SMC) come up the stairs to the first floor, turn right and proceed past the water fountain to the SMC. (See Map No. 1)

The library staff members mentioned below are available to help if you encounter any problems. Please note the time they may be contacted.

Kathleen Jenkins	SMC	Monday-Friday Thursday night	8:00-4:00 p.m. 6:30-10:00 p.m.
Laura Rao	SMC	Monday night	6:30-10:00 p.m.
Jane Lasky	Reference	Monday night	6:30-10:00 p.m.
Leta Ridgeway	Reference	Thursday night	6:00-10:00 p.m.

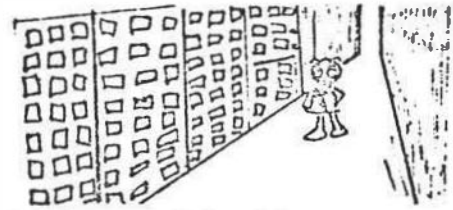
Please note the maps included with each section. They will help you find your way to each department and locate the specific resources you will need to complete the exercises.



MAP #1



## LIBRARY SKILLS



A quick look at the card catalog ...

The card catalog in any library is the reader's chief means of locating cataloged materials in the collection. By cataloged materials we mean books and other resources that have been systematically classified by subject content and given a specific call number by which the user can locate the material. Booth Library uses the Library of Congress classification system. Each book in the library is represented by three or more cards--one for author or main entry, one for title, and one or more for subject. This Library has a "dictionary" type card catalog which means all author, title and subject cards are included in one alphabetical listing. The information found on each type of card can be of benefit to the user.

An example of each of the three types of cards is shown below, with an explanation of the parts that the user should find most useful.

WATERGATE AFFAIR, 1972-

--Subject Card

E  
860  
.B47

Bernstein, Carl, 1944-

--Title Card

E  
860  
.B47

Bernstein, Carl, 1944-

--Author Card

E  
860  
.B47

Bernstein, Carl, 1944-

① All the President's men by Carl Bernstein and Bob Woodward. New York: Simon and Schuster, 1974.

⑦ 342 p. ports. 24 cm. \$9.95.

⑧ "Portions of this book have appeared in Playboy magazine."

1. Watergate Affair, 1972-  
Bernstein, Carl, 1944-  
Bob, joint author. II. Title.

2. The Washington post. 8.  
I. Woodward, Bob. ⑦ ① Woodward,

ES60.B47

364.1'32'0973

73-22334

ISBN 0-671-21781-X

74 cl

MARC

Library of Congress

<sup>1</sup>Infoguide No. 5, "Introduction to the Card Catalog." (Peoria: Bradley University, 1977).

1. Call number - class number and book numbers are combined to form the call number by which we identify and locate a book.
2. Author's name and birth date.
3. Title of book.
4. Place of publication.
5. Publisher.
6. Date of publication.
7. Description of book - including paging, illustrations, size, maps, etc.
8. Notes of interest about the book.
9. Tracings - often refer you to additional subject headings you can look under to find books related to the one you are looking for. These subject tracings are preceded by Arabic numerals.
10. Additional tracings - usually for librarian's use. Indicate additional entry cards filed for this particular book. These subject headings are always preceded by Roman numerals.

#### SUBJECT HEADINGS

A subject heading is the word or words used to describe the content of a book or periodical article. Subject headings used in Booth Library are taken from Subject Headings Used in the Dictionary Catalogs of the Library of Congress. (For the purpose of this Learning Package we will refer to this title as the Subject Heading List). A copy of the 2 volume title (red books) is on the Information Desk, adjacent to the Public Catalog. A good understanding of subject headings is essential for success in retrieving information from the card catalog or a periodical index. The introduction in the front of volume 1 of the list is well worth reading.

The following is a brief explanation of how to use the Subject Heading List. As you work through the exercises that follow, refer to this explanation and the example and you will find this Subject Heading List to be very useful and not too difficult to use.

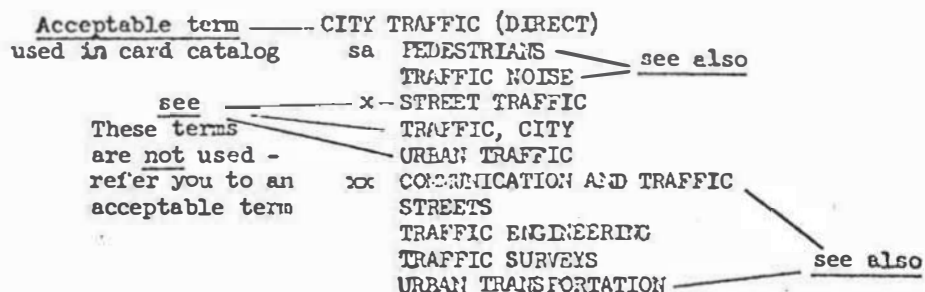
The subject headings are listed alphabetically followed in parentheses by the Library of Congress call number. The words in the darker, bold-face type are the acceptable terms--the ones that will be used as subject headings in the card catalog.

But this list also gives us more information: 1) It leads us from a term not used in the card catalog to one that is used; and 2) It gives us a list of related subjects that may aid us in the search for additional information. The following abbreviations are used to indicate the above information.

x - means see. Headings listed beside and under the x will not be used in the card catalog. In other words if you look up an x word in the Subject Heading List, it will refer you to an acceptable term, one that is used in the card catalog. Notice the example at the end of the explanation.

sa and xx - mean see also. Headings listed beside and under these letters can be used as needed in the card catalog. Words in these two groups will be listed separately in the Subject Heading List. Don't let this confuse you, though. They both mean "see also." The headings in the xx group may have a specific use for a librarian, but students can use this list for related topics just as those listed under the sa.

Please look at the example:



## EXERCISE

1. Look at the following entry taken from the Subject Heading List and answer the following questions.

SOCIAL INTERACTION  
 sa Attention-seeking  
     Social distance  
     Sociometry  
 x Human interaction  
     Interaction, Social  
 xx Psychology  
     Social psychology

Indicate true or false before each statement.

\_\_\_\_\_ You may find books listed in the card catalog under the heading "social interaction."

\_\_\_\_\_ You may find books listed in the card catalog under the heading "human interaction."

\_\_\_\_\_ "Sociometry" cannot be used as a subject heading in the card catalog.

\_\_\_\_\_ "Psychology" is a related heading and can be found in the card catalog for additional information.

To complete the rest of the exercises please use the Subject Heading List located on the Information Desk near the card catalog. (See Map No. 1.) Keep your explanation and examples handy as you do these exercises.

2. Look up the topic "solar power." What heading will be used in the card catalog instead of the term "solar power?" \_\_\_\_\_

3. Look up the new, acceptable subject heading (your answer to No. 2). This heading will be in bold print. Immediately under this heading you will find a list of words. List the first and last sa (see also) headings beneath this topic.

\_\_\_\_\_  
 \_\_\_\_\_

4. The last group of words are the xx group. These are more see also references which provide additional, related terms, often broader than those in the sa group. List the first and last xx words.

\_\_\_\_\_  
 \_\_\_\_\_

5. Which of the three abbreviations (sa, x, xx) designates headings that will not be found in the card catalog, but will lead you back to an acceptable heading?

\_\_\_\_\_

At the bottom of most card catalog cards, you will find a series of words called tracings (re-examine items 9 and 10 on the author or main entry card in the example of catalog cards). These tracings are used by the library staff to organize the catalog; however, they can be valuable to a student in two ways: 1) They direct you to additional subject headings; and 2) They indicate some of the main subjects treated in a particular book.

6. Complete the following exercise.

Go to the public catalog. Look up the books filed under the topic DRUGS. (Subject headings on subject cards are typed in red or all capital letters in black.) Locate the card for the book by Labin, Suzanne. List the subject tracings for book.\* (Subject tracings are preceded by Arabic numerals.)

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By noting these additional headings, you gain possible extra subjects and other interrelated topics.

\*Carol A. Reminger, Introduction to Library Research and Bibliography, (Davis: University of California Press, 1975).



### REFERENCE BOOKS

Any book which is used as a source of information or to answer a question could be called a reference book. The preface, the table of contents, and the index are three of the most valuable parts of the book when you are trying to find information. The preface explains when and how to use a particular source; the table of contents lists subject or chapter headings, giving the page number on which each begins; and the index, usually located in the back of the book, is an alphabetically arranged list of topics, names, and places mentioned in the book with page numbers listed.<sup>2</sup>



The term "reference book" usually brings to mind certain kinds of books which can be consulted for information but are not meant to be read from cover to cover. There are two types of reference books: 1) Those which contain the needed information, are broad in scope, and are useful in many subject areas. These include encyclopedias, dictionaries, handbooks, almanacs, biographical dictionaries, atlases, etc.; and 2) Those which tell the user where the information can be found. Here we have such sources as bibliographies, guides to the literature, and indexes. A few of these types of reference books will be described briefly, and you will be given short exercises to do in three types of sources.

In Booth Library the reference books are housed in the Reference Room on the main floor. To reach the Reference Room come up the stairs, turn left to face the circulation desk, then take the corridor on your left to the Reference Room. (See Map No. 1)

Books in the reference collection are identified by a "Ref" above the call number in the card catalog. A card catalog listing only those items in the Reference Room is located near the reference desk. Reference books are to be used in the Reference Room only. Please use the books near where they are shelved and return them promptly to the proper table or shelf so the next student can find them.

---

<sup>2</sup>John L. Lolley, Your Library, What's In It For You? (N.Y.: John Wiley, 1974), p. 86.

## BIOGRAPHICAL SOURCES

A biography presents information about a person's life. The amount of information can range from a brief paragraph giving a minimum of facts to a complete book or multi-volume work. The reference collection contains many sources of biographical information.

Biography Index (Ref Z 5301.B5) is located on Table No. 2 in the Reference Room. It is a guide to biographical information found in periodicals and books. The entries are arranged by the name of the biographees. A list of the biographees, by occupation or profession, is included. Unless otherwise noted, all of the biographees are American.

Current Biography (Ref CT 100.C8) provides informal sketches of lives of people who are "in the news." They may be any nationality or from any field of work. Portraits and other sources of information often accompany the biographees. The issues are cumulated each year. In the annual volume, the biographees are listed alphabetically.

Other important sources of biographical information are Who's Who in America which provides biographical sketches of important living Americans and the Dictionary of American Biography which provides long, scholarly articles about important Americans who are no longer living.

As there are general and subject dictionaries, and general and subject encyclopedias, there are also general and subject sources of biography. Some biographical works are devoted to prominent people in a particular field such as American Men and Women of Science (Ref Q 141.A47) and Twentieth Century Authors (Ref PN 771.KB5).

## ALMANACS

A general almanac gives facts, statistics and basic information on almost everything from A to Z. It is an excellent source of statistics on population, business, sports, and agriculture. Some government officials are even listed. An almanac lists important events of the year in which it is published, but also includes facts and statistics from previous years.<sup>3</sup>

The World Almanac and Book of Facts (Ref AY 67.W5 W7) is a very important almanac.

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<sup>3</sup>Lolley, op. cit., p. 87.

Note that the index to this book is in the front! The most recent edition is shelved north of the Reference desk. Older editions are shelved in the Reference stacks by call number.

#### STATISTICS

The Statistical Abstract of the United States (Ref FA 202) is probably the best one-volume source for statistics, summarizing the social, political and economical developments in the U.S. The chapter headings include such topics as education, population, transportation, elections, finances and employment, and state and local government. The information is in tabular form.<sup>4</sup>

The most recent edition of Statistical Abstracts is kept behind the Reference desk. Previous volumes are shelved in the Reference stacks according to call number. The Reference collection also includes many other U.S. Census Bureau publications.

#### SOURCES OF QUOTATIONS

Often a speaker needs a particular quotation to illustrate a speech. Several sources of quotations are available in the Reference collection. Two important works are described below.

Familiar Quotations by John Bartlett, (Ref FN 6031.B27) commonly known as Bartlett's Familiar Quotations is the most famous book of quotations. The material is arranged chronologically by author, but both an author index and an extensive key word index are included. For example Noel Coward's quote about "... and dogs and Englishmen ..." would be listed under both "dogs" and "Englishmen."

What They Said in 197; The Yearbook of Spoken Opinion (Ref D 410.W46) is arranged by broad subject areas, then alphabetically by speaker. It includes major "quotes" spoken during the previous year by politicians, authors, teachers, criminals, judges, etc. It has an extensive index and is a good source for locating recent quotations which may not be found in any other source.<sup>5</sup>

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<sup>4</sup>Lolley, op. cit., p. 105.

<sup>5</sup>William A. Katz, Introduction to Reference Work (New York: McGraw Hill, 1959), vol. 1, p. 205.

## DICTIONARIES

General dictionaries provide information about words, their spelling, meaning, pronunciation, derivation and use. The words are entered alphabetically letter by letter. Subject dictionaries contain words or terms used in a particular subject or discipline, such as law, music, political science, etc. Special dictionaries contain words of specific type such as slang, acronyms, synonyms, etc.

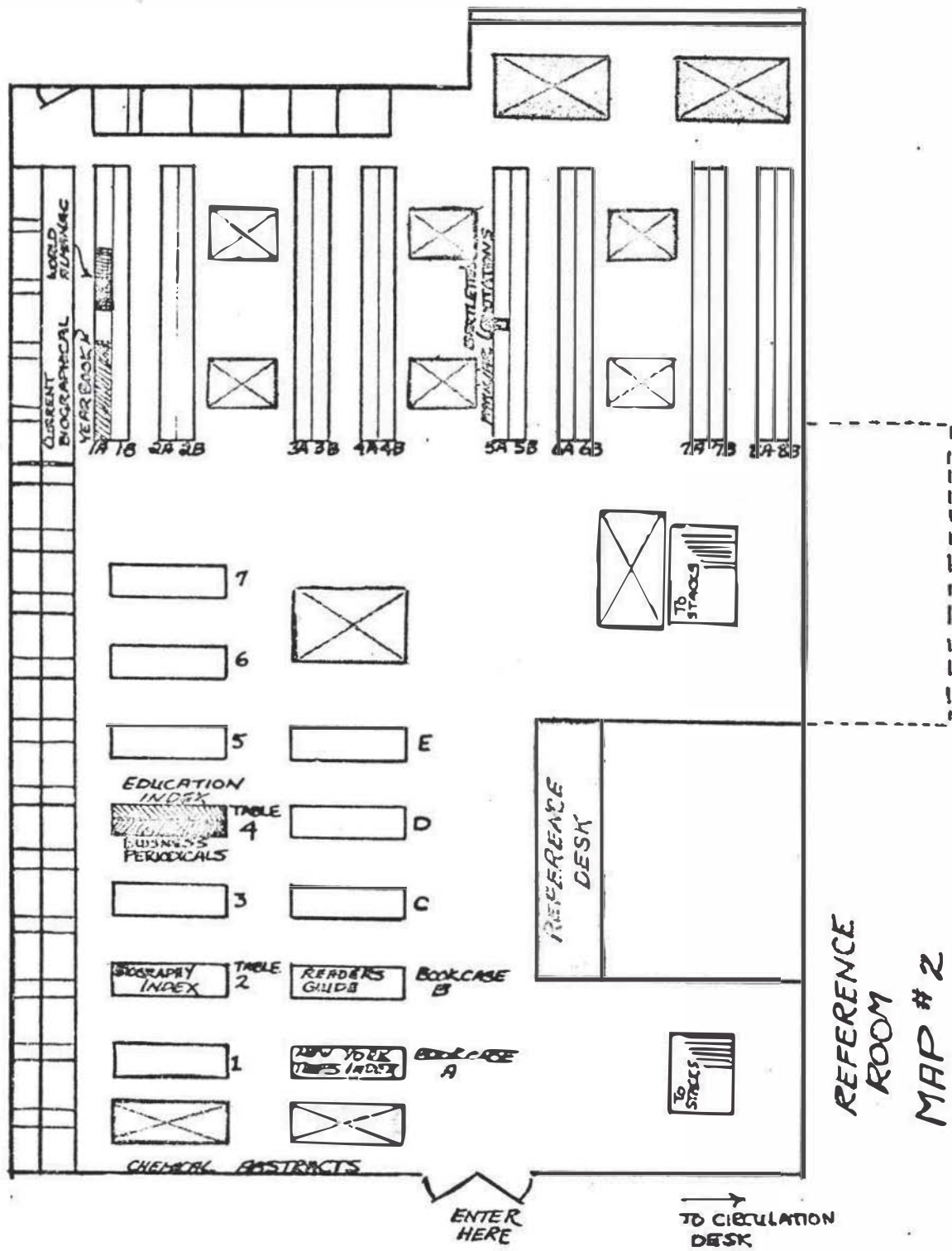
## ENCYCLOPEDIAS

General encyclopedias attempt to give an overview of information on almost all subjects. Articles within them, often written by experts, are usually arranged alphabetically. Encyclopedias can be either single volume or multi-volume works. Most of the general encyclopedias are shelved in bookcase D in the center of the Reference Room. The New Encyclopedia Britannica (Ref AE 5.E363 1974) is issued in two parts. The 10 volume Micropaedia is a ready reference source and an index to the 19 volume Macro-paedia which contains long articles of great depth. Subject encyclopedias provide more comprehensive coverage of material in a particular field of study. Two such encyclopedias are the International Encyclopedia of the Social Sciences -- 17 volumes (Ref H 40.A2 I 5) and McGraw Hill Encyclopedia of Science and Technology -- 10 volumes (Ref Q 121.M3 1971).

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<sup>6</sup>Holley, op. cit., p. 86.







## EXERCISE

Go to the Reference Room to complete the following exercises. Please notice Map No. 2 for the location of the reference sources you will need in the exercises.

1. Use Biography Index, Vol. 7.

Look up Arthur Rubinstein. Notice the citations listed under the heading "biography." How many items are listed under this heading? \_\_\_\_\_

If you wanted to read a biography of Mr. Rubinstein you could use these sources. According to the second citation, give the following information as to where this biography can be found.

Title: \_\_\_\_\_

Year: \_\_\_\_\_

Pages: \_\_\_\_\_

2. Find the biography you have listed in the answer to Question No. 1. The Current Biography Yearbooks are located on the shelves in the back of the Reference Room. The call no. is CT  
100  
.08

According to the article, what is Mr. Rubinstein's United States business address?

\_\_\_\_\_

3. According to The World Almanac, 1976, what horse came in second in the 1959 Kentucky Derby?

Name of horse: \_\_\_\_\_

Page no. of answer: \_\_\_\_\_

4. Use Bartlett's Familiar Quotations, 14th edition, 1968.

Using the keyword index, locate the quote which begins, "Never in the field of human conflict ..."

Who said this? \_\_\_\_\_

What was the date? \_\_\_\_\_

Page no. of answer: \_\_\_\_\_

### PERIODICALS AND PERIODICAL INDEXES

Periodicals, sometimes called magazines or journals, are a valuable source of information. When do you use periodicals? After you have consulted the card catalog and have found all of the available books on your subject, you may wish to turn to periodicals. The most recent material on a subject can be found in periodicals. This is especially true in subject fields where rapid changes and new discoveries are the rule, as in science, technology, politics and statistics. Some subjects are so new or are of interest to so few people that there aren't any books written on them yet. Periodicals will be the only sources of information on these subjects.



There are two kinds of periodicals. One is the general interest periodical which is not limited to one subject area but has articles on many subjects. Examples are Newsweek, Atlantic Monthly, and Harper's. The second kind is the professional journal which contains articles on subjects that concern a particular profession. Examples are English Language Teaching Journal and Journal of Economic Theory. There are thousands of periodicals covering every conceivable area of interest. No matter what your interest may be, there is probably a periodical article about it. Most college and university libraries have periodicals in at least three forms. Current periodicals are the most recent issues. Bound periodicals are older issues which have been gathered together and bound in a hard cover, resembling books. Microforms are sometimes used to supply older issues of a periodical when paper copies are no longer available or have been damaged. Microfilm is the most popular form for periodicals. Periodicals in Booth Library are kept on the third floor. All forms of any periodical title are shelved together under the call number for the periodical. This includes the bound copies, the current issues and any issues on microfilm.

Now you know where the periodicals are kept. But how do you know which periodicals have articles on your subject? How do you find the articles you want?

Periodical indexes indicate where articles on a subject may be found. Articles are listed by subject and author and sometimes by title. There are many different periodical indexes. Each index covers a group of periodicals of a certain kind. As a rule these are general subject groupings. Although there are many different indexes, we will concentrate on three in this lesson. These three are Readers' Guide to Periodical Literature, Education Index and Business Periodicals Index.

Readers' Guide to Periodical Literature, 1900-to date, is shelved on bookcase B in the Reference Room. It is one of the most useful indexes because it indexes articles from 125 general interest periodicals and covers all types of subjects. On bookcase B you will find cumulated bound volumes as well as current monthly issues that have not yet been cumulated.\* In the front of each issue there is a list of other abbreviations used for the titles of periodicals indexed and a list of the abbreviations used in the index plus a sample entry which explains how to read the entries. See sample sheets A and B.

Education Index, 1929-to date, is located on table No. 4 in the Reference Room and is a subject index to education literature. Although Education Index is primarily a periodical index it also covers pamphlets, U.S. Office of Education reports and some books. You will find both cumulated bound volumes and current monthly issues.

Business Periodicals Index, 1958-to date, is also located on table No. 4. This is a subject index to literature in accounting, finance, advertising, marketing, labor and management, banking, insurance, and general business. About 125 periodicals are indexed. There is a bound volume for each year plus current monthly issues.

When you use a periodical index be sure that you write down all of the information that you will need to find the article that you want. You will need the following information: 1) author of the article; 2) title of article; 3) title of the periodical; 4) volume number of the periodical; 5) date of the periodical; and 6) page numbers

---

\* Cumulated: All of the entries in several monthly issues are put together in a single alphabet and published in one volume for the quarter. Once a cumulative volume has been published it is necessary to consult the earlier issues covered by that cumulation.

of the article. Always check the page entitled, "Abbreviations of Periodicals Indexed" in the front of the index that you are using. See sample sheet A. The title of the periodical must be accurately written down or you will not be able to proceed to the next step. After you have all of the information from the index, you are ready to consult the computer print-out entitled, Booth Library Periodicals List. You will find copies of this print-out in the Reference Room, SMC, and in the Periodicals Room on the 3rd floor. The Periodicals List is an alphabetical list by title of all the periodicals owned by Booth Library. See sample list C. It will tell you which volumes of any periodical title the Library has. It also tells you which volumes are on microfilm and which are hard copy (paper issues). The call number for the periodical is in the left-hand margin. This is the way the call number will appear on the print-out <sup>PN2.</sup> Q3x. This is the way the same number will appear on the periodical <sup>PN</sup> 2. Always be sure to write down the <sup>.Q3x</sup> entire call number. You will avoid a lot of lost time and frustration.

Most periodicals are shelved by call number in the Periodicals Room on the third floor of the library. A few periodicals are shelved in the Reference Room. These are usually abstracts or indexes which are considered periodicals because they are published on a regular basis. The Periodicals List will tell you whether the publication you want is in the Periodicals Room or in the Reference Room. The most current issue of a popular periodical is often kept in the "popular periodicals room." From time to time the loose issues of a periodical are gathered up and sent to the bindery to be bound. Binding usually takes from six to eight weeks. When the loose issues are removed from the shelves a red plastic card telling which issues have been taken and the date when they were sent to the bindery is placed on the shelf. A red plastic card is also used to tell you if a periodical has been placed on reserve for a particular class. If this is the case the periodical can be found in the Reserve Room on the east corridor of the second floor. Unbound periodicals can be checked out overnight. Periodicals on reserve can be checked out for whatever period of time is specified by the instructor.



## READERS' GUIDE

## ABBREVIATIONS OF PERIODICALS INDEXED

For full information, consult pages vii-xi

- Aging—Aging  
 Am Artist—American Artist  
 Am Educ—American Education  
 \*Am Heritage—American Heritage  
 Am Hist Illus—American History Illustrated  
 Am Schol—American Scholar  
 \*America—America  
 Americana—Americana  
 \*Américas—Américas  
 Antiques—Antiques  
 Antiques J—Antiques Journal  
 Archit Rec—Architectural Record  
 Art in Am—Art in America  
 Art News—Art News  
 Astronomy—Astronomy  
 \*Atlantic—Atlantic  
 Atlas—Atlas World Press Review  
 Audubon—Audubon  
 Aviation W—Aviation Week & Space Technology  
  
 \*Bet Hom & Gard—Better Homes and Gardens  
 BioScience—BioScience  
 Black Enterprise—Black Enterprise  
 Blair & Ketchums—Blair & Ketchum's Country Journal  
 Bull Atom Sci—Bulletin of the Atomic Scientists  
 Bus W—Business Week  
  
 Car & Dr—Car and Driver  
 Center Mag—Center Magazine  
 Change—Change  
 \*Changing T—Changing Times  
 Chemistry—Chemistry  
 Child Today—Children Today  
 Chr Cent—Christian Century  
 Chr Today—Christianity Today  
 Commentary—Commentary  
 Commonweal—Commonweal  
 Cong Digest—Congressional Digest  
 Conservationist—Conservationist (Albany)  
 \*Consumer Rep—Consumer Reports  
 \*Consumers Res Mag—Consumers' Research Magazine  
 Craft Horiz—Craft Horizons  
 Crawdaddy—Crawdaddy  
 Creat Crafts—Creative Crafts  
 Our Health—Current Health 2  
 Our Hist—Current History  
 Current—Current (Washington, D.C.)  
 Cycle—Cycle  
  
 Dance Mag—Dance Magazine  
 Dept State Bull—Department of State Bulletin  
 Design (US)—Design (United States)  
 Down Beat—Down Beat  
  
 Earth Sci—Earth Science  
 \*Ebony—Ebony  
 Educ Digest—Education Digest  
 \*Encore—Encore American & Worldwide News  
 Environment—Environment  
 Esquire—Esquire  
 Estece—Essence  
  
 FDA Consumer—FDA Consumer  
 Fam Handy—Family Handyman  
 \*Fam Health—Family Health incorporating Today's Health  
 Field & S—Field & Stream  
 Film Comment—Film Comment  
 First World—First World  
 Flower & Gard—lower and Garden (Northern edition)  
 Flying—Flying  
 \*Focus—Focus  
 \*For Aff—Foreign Affairs  
 For Pol—Foreign Policy  
 \*Forbes—Forbes  
 \*Fortune—Fortune  
 Futurist—Futurist  
  
 Glamour—Glamour  
 \*Good H—Good Housekeeping  
 \*Gourmet—Gourmet  
  
 Harp Bax—Harper's Bazaar  
 \*Harpers—Harper's  
 Hi Fi—High Fidelity and Musical America  
 Hist Today—History Today  
 Hobbies—Hobbies  
 Holiday. See Trav/Holiday  
 \*Horizon—Horizon  
 House & Gard—House & Garden incorporating Living for Young Homemakers  
 Hum Behav—Human Behavior  
 Humanist—Humanist  
  
 Int Wildlife—International Wildlife  
 Intellect—Intellect  
  
 \*Ladies Home J—Ladies' Home Journal  
 Liv Wilds—Living Wilderness  
  
 M Labor R—Monthly Labor Review  
 McCall's—McCall's  
 Maclean's—Maclean's  
 Mademoiselle—Mademoiselle  
 Mankind—Mankind  
 Mech Illus—Mechanix Illustrated  
 Money—Money



## SAMPLE SHEET B

- WOMEN as astronauts  
 Ladies on the pad? NASA testing. Time 102:  
 73 O 22 '73  
 Space for women; NASA testing. II Time 102:  
 71 N 5 '73  
 Women as shuttle passengers. Space World 4  
 J-11-119:22 N '78
- 1 WOMEN as athletes  
 Are you being two-faced? B. Gilbert and N.  
 Williamson. II Sports Illus 38:44-8+ Ja 4 '73 5
- 2 Programmed to be losers. B. Gilbert and N.  
 Williamson. II Sports Illus 38:60-2+ Ja 11  
 '78
- 3 Sport is unfair to women. B. Gilbert and N.  
 Williamson. II Sports Illus 38:83-92+ My 28  
 '73; Same abr. Read Digest 104:123-7 Ja '74  
 These Atoms are Eves; Atoms track club.  
 II Sr Schol 102:14-15 Ja 29 '73  
See also 6  
 Sports for women  
 also names of women athletes. e.g.  
 O. Korbut

The example above is a typical entry, taken from the Readers' Guide to Periodical Literature. The information and arrangement in this example can be applied to other periodical indexes because they are all arranged the same.

1. Identifies the subject.
2. Article titles under a subject are listed alphabetically.
3. Identifies the author.
4. Frequently there will be no specific author of a magazine article as in this entry.
5. Identifies the magazine title, volume, pages and date of issue. This is the information needed to locate a copy of the article to read.
6. This is a cross reference and refers you to other related topics to carry on your search.<sup>1</sup>

<sup>1</sup>Adapted from a Library Guide produced by Elgin Community College, Elgin, Illinois.

# SAMPLE SHEET C

PROG#: UD110050 BOOTH LIBRARY PERIODICALS LIST PAGE: 21

AFRICANA LIBRARY JOURNAL SEE AFRICANA JOURNAL

CALL  
NUMBER

E185.5.  
A46X

AFRO-AMERICAN (NEWSPAPER)  
WK INDEXED:  
PER. RM.  
CURRENT YEAR ONLY (PREVIOUS 12 MONTH) PER. RM.  
CURRENT ISSUE IN POP. PER. ROOM  
NEWSPAPERS. AFRO-AMERICAN STUDIES

AFRO-AMERICAN STUDIES  
OT INDEXED: PSYCHOL. ABSTR.  
V.1(1970)-V.2(1973) PER. RM.  
CEASED PUBLICATION  
HISTORY. AFRO-AMERICAN STUDIES

LOCATION

PN2000.  
A32X

AFTER DARK  
MO INDEXED:  
V.1(1968)-V.3(1971) LIM. CIRC.  
MICROFILM: V.1(1968)-TO DATE PER. RM.  
VOLUMING IRREGULAR  
LOOSE ISSUES IN PERIODICALS OFFICE UNTIL MICROFILM ARRIVES  
SUPERSEDES BALLROOM DANCE MAGAZINE  
ENTERTAINMENT, THEATRE

H39000.1.  
W31X

AGENDA  
MO INDEXED:  
V.1(1978)-TO DATE PER. RM.  
SUPERSEDES: WAR ON HUNGER  
AGRICULTURE, POLITICAL SC., SOCIAL SERVICE AND WELFARE

BF575.  
A3  
A34X

AGGRESSIVE BEHAVIOR  
OT INDEXED: PSYCHOL. ABSTR.  
V.1(1974)-TO DATE PER. RM.  
PSYCHOLOGY

VOLUMES OWNED

RC952.  
A1  
A34X

AGING  
MO INDEXED: P.A.I.S., R.G.  
NO.27(1957)-TO DATE PER. RM.  
GOVERNMENT PUBLICATIONS ARE ALSO ON MICROCARDS (SINCE 1956)  
GERONTOLOGY AND GERIATRICS

AGING AND HUMAN DEVELOPMENT SEE INTERNATIONAL JOURNAL OF AGING  
AND HUMAN DEVELOPMENT

HD101.  
A425

AGRICULTURAL ECONOMICS RESEARCH  
OT INDEXED: BIOL. ABSTR., BIOL. & AGRI. IND., CHEM. ABSTR.  
V.15(1963)-TO DATE PER. RM.

MICROFILM  
COPY

MICROFILM: V.1(1949)-V.16(1961) PER. RM. HARD COPY  
GOVERNMENT PUBLICATIONS ARE ALSO ON MICROCARDS (SINCE 1956)  
AGRICULTURE, ECONOMICS

## EXERCISE

The following questions are designed to help you analyze a subject and choose the appropriate index in which to find information. Decide which index, Education Index, Business Periodicals Index, or Readers' Guide, is most suitable to find the information requested below.

1. Locate a 1976 article by G. Volsky on Cuba's foreign policy. Give the following information:

- a) Title of article \_\_\_\_\_  
\_\_\_\_\_
- b) Complete title of periodical (use list of abbreviations in front of index)  
\_\_\_\_\_
- c) Volume number \_\_\_\_\_
- d) Pages \_\_\_\_\_
- e) Date of periodical \_\_\_\_\_
- f) Which index did you use to find the above information? \_\_\_\_\_  
\_\_\_\_\_

2. Locate a 1975 article by J. Murray on the effect of cost and standard of living on the activities and expenditures of pre-retirees. Give the following information:

- a) Title of article \_\_\_\_\_  
\_\_\_\_\_
- b) Complete title of periodical (use list of abbreviations in front of index)  
\_\_\_\_\_
- c) Volume number \_\_\_\_\_
- d) Pages \_\_\_\_\_
- e) Date of periodical \_\_\_\_\_
- f) What additional subject headings are given that would lead you to more information? (list 2)  
\_\_\_\_\_, \_\_\_\_\_

3. Use Education Index, vol. 25. Look under the subject heading camping. Find the article on camping out for credit. Copy down the complete citation as you have done in the previous questions.

a) Citation \_\_\_\_\_

Using the Periodicals List (copies are in Periodicals Room, Reference Room and SMC) look up the call number for the journal title in the above answer.

b) Call number \_\_\_\_\_

Now find the journal and locate the article.

c) Who were the directors of this trip?

\_\_\_\_\_ and \_\_\_\_\_

Use the Periodicals List to answer the following questions:

4. Look up the periodical Look.

a) What is the call number \_\_\_\_\_

b) Which volumes are hard copy \_\_\_\_\_

c) Which volumes are on microfilm \_\_\_\_\_

d) Where are the microfilm copies shelved \_\_\_\_\_

e) Does Booth Library own vol. 39 \_\_\_\_\_

5. What is the call number of Ebony? \_\_\_\_\_

Where is the most current issue shelved? \_\_\_\_\_

### MICROFORMS

Microforms are a growing, important part of a library collection. The three types of microforms are microfilm, microfiche and microcard. Microfilm is 16mm or 35mm wide



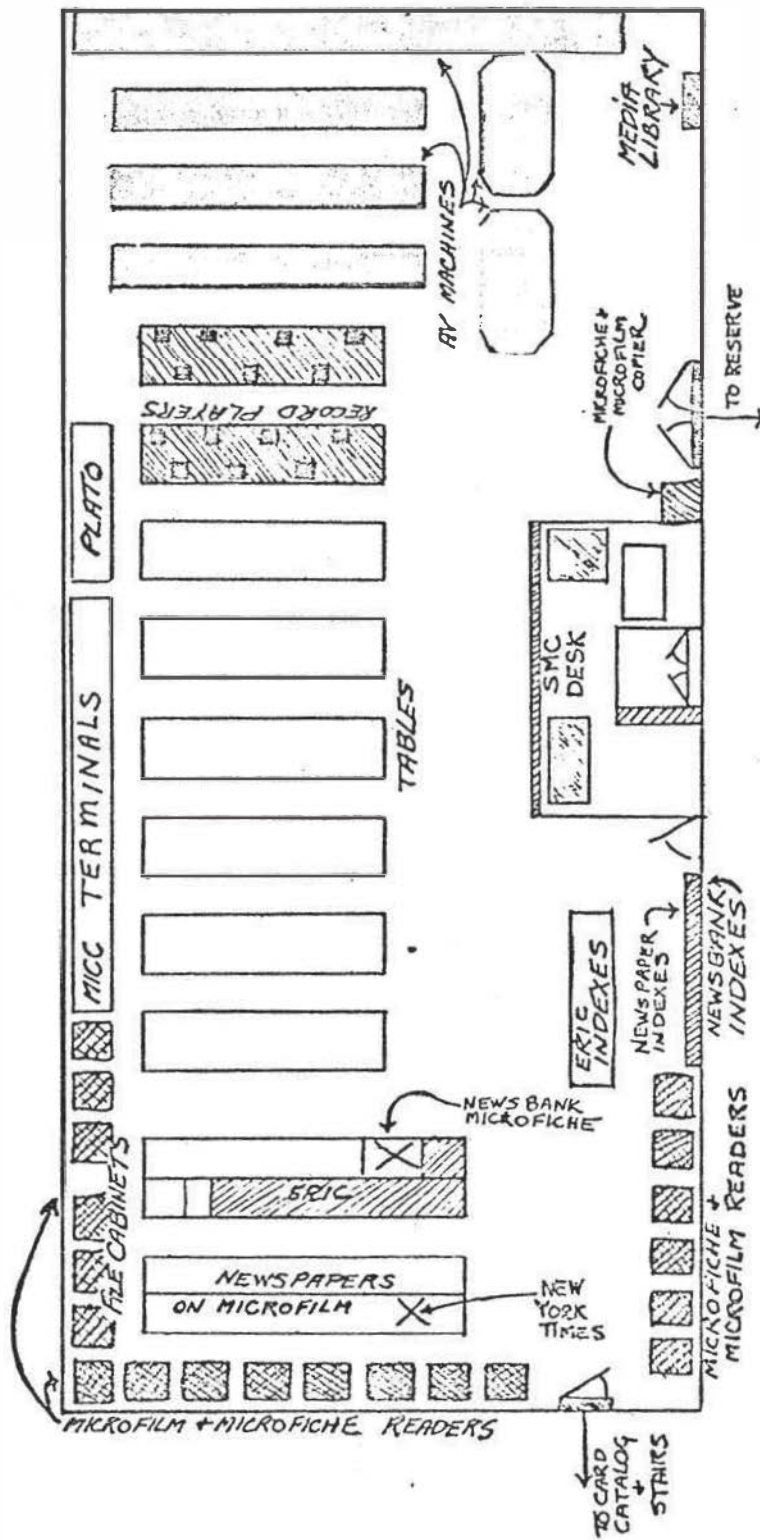
film that bears a photographic record on a reduced scale of printed or other graphic matter. Microfiche is a sheet of film, much like the negative of a photograph. Microcard is an opaque card with microscopic print.

Booth Library's microform collection is located in the Self-Study Materials Center (SMC). The necessary indexes to these microform materials, along with the equipment for viewing and for making hard copy prints are located next to the collections in the SMC. See Map No. 3. SMC staff members are available during library hours to offer assistance.

In the following exercises you will learn about microfilm and microfiche. Please read the following explanations and procedures carefully and refer back to them when you do the exercises.



SMC



MAP #3

## NEWSPAPERS

Newspapers contain much information on a wide variety of subjects and are especially useful in finding facts on current topics. The current issues of newspapers are located on the third floor in the hallway by the Periodicals Room. Some back issues are kept here also. However, back issues of the major newspapers, such as the New York Times, Christian Science Monitor, Washington Post, Wall Street Journal, and others, are on microfilm in the Self-Study Materials Center (SMC).

In order to use the material available in newspapers, you must be able to use the appropriate newspaper index. The indexes for all the newspapers, except the New York Times, are located in the SMC. The New York Times Index is in the Reference Room on bookcase A. (See Map No. 2). The articles are indexed by subject, and the entry usually gives you the date, page, column, and in some cases, the edition. For example, there may be Midwestern, Eastern, and Western editions printed of the same day's paper.

The exercises to be completed deal only with the New York Times and the Christian Science Monitor. When you need to use other newspapers and their indexes, be sure to read the "How to Use" section at the beginning of the index since each newspaper index may vary slightly in the entry form.



The New York Times newspaper has the most comprehensive coverage of national and international news of any newspaper published in the United States. The Index to this newspaper presents a classified condensation of the history of the world as recorded in the New York Times. It consists of abstracts of news and editorial matter (entries) entered under appropriate headings.

The Index includes news and editorial matter from the final Late City Edition as well as the Sunday supplementary sections. There are also some advertisements included in the Index if they are news related and likely to be of interest to the reader.

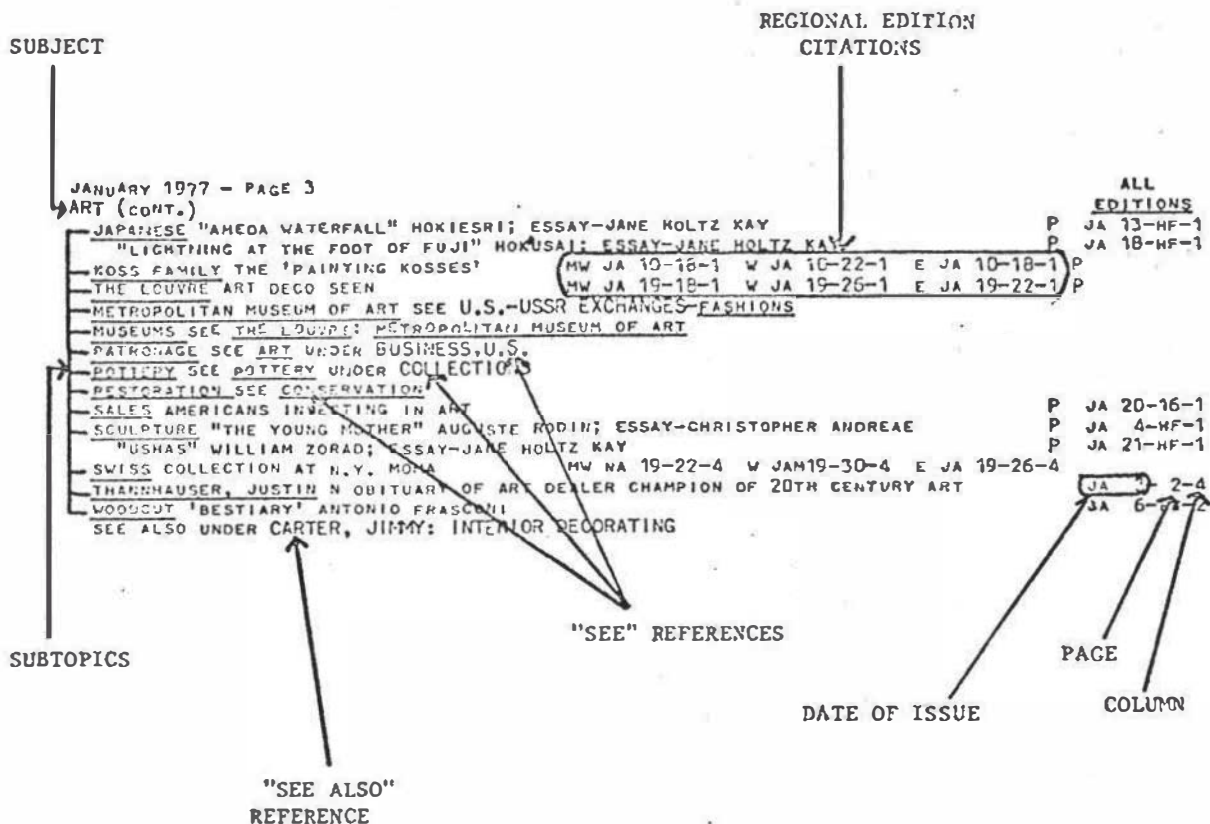
The Index is arranged alphabetically by headings or subjects. The entries or articles under each heading are arranged chronologically by date of article except in the case of Book Reviews, Deaths, Theater Reviews, and the like, where an alphabetical arrangement is more preferable.

Story length indicators (L, M, S) appear after some of the entries. (L) indicates a long story of over two columns; (M) a medium sized item of up to two columns; and (S) a short item of half a column or less. Each entry concludes with the citation--the date, page, and column of the story's publication in the Times. Sunday sections other than the main news section are identified by Roman numerals following the date.

Cross references are arranged in alphabetical order and are of three different types. The "use" references guide the reader from a synonym or an inverted term to the preferred form. A "see" cross reference leads you from a term not used in this Index to a term used in the Index. "See also" cross references guide from headings with entries to related topics.

Booth Library has the complete collection of the New York Times on microfilm. The final Late City Edition is the same edition that is microfilmed. For the following exercises you will need the New York Times Index and the microfilm edition of the newspaper. Remember, the New York Times Index is located in the Reference Room on bookcase A. All other newspaper indexes are in the SMC.

The Christian Science Monitor is an international newspaper which is published in several editions. The indexes are located in the SMC. Each Index is arranged alphabetically by subject. The subjects are in bold black print. Under each subject are subtopics which are underlined, followed by the title of the article. After the title, there may be regional edition citations where MW = Midwestern, W = Western, E = Eastern. Otherwise the citation will be found under the column ALL EDITIONS. The citation itself includes date of issue, page, and column. Below is an example entry from the 1977 Index.





## NEWSBANK

What's in a name? Plenty! Newsbank is a microfiche collection of news clippings taken from 190 newspapers in the United States. These clippings are collected, cataloged, and indexed in thirteen easy to use subject category indexes. These detailed indexes, updated monthly, provide easy access to all major categories. The system of indexing news according to category not only allows the user to quickly find what he wants, but often gives a national perspective on various issues or trends throughout the country.



The major subject categories, each indexed in an individual volume are:

Business and Economic Development	Health
Consumer Affairs	Housing & Urban Renewal
Education	Law and Order
Employment	Political Development
Environment	Social Relations
Government Structure	Transportation
	Welfare and Poverty

When to use Newsbank? Anytime! Newsbank is a valuable source of current information on many subjects. It is also useful in tracing an issue or trend back in time or pinpointing it to a specific geographic location.

How to use Newsbank? Easy! To locate information on a particular topic--follow these easy steps .... The indexes to Newsbank are on the right hand wall as you come into the SMC. (See Map No. 3).

### Step 1. Guide to the Index

The Guide to the Index is an alphabetical listing of subject terms which directs the user to the appropriate subject index. In other words, look up your topic in the Guide and it will tell you which of the 13 subject indexes to use to find specific citations to articles on your topic.

Please notice the example given on the following page. Articles on gasoline will be found in both the Business and Economic Development and the Consumer Affairs subject indexes under the main headings "Energy Supplies" and "Gasoline." On occasion you will find "cross" references and "see also" references.





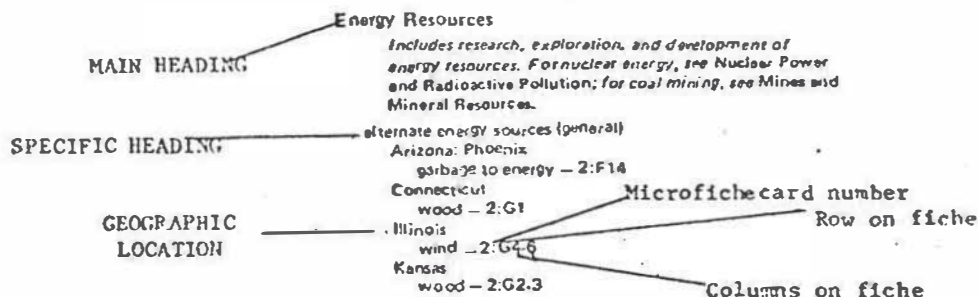
Also included in the Guide is a Name Index which alphabetically lists the names of people, organizations, laws, reports, and projects which are prominent in urban and public affairs news. Each entry includes the subject category, microfiche number and location designation of the article on the microfiche.


#### Step 2. Subject Indexes

You have found your topic in the Guide to the Index and retrieved the appropriate subject index from the shelf. The subject indexes include both broad and specific headings plus geographic locations for many of the entries. The geographic locations enable the user to locate articles on a topic within a particular state. The subject indexes are updated monthly and cumulated quarterly and annually. The date of the index is located in the upper right hand corner of the page. This date is important because the microfiche is arranged in the file by subject category and by date (year). Please look at the example below.

Note the numbers and letters following the entry. Don't panic--these are merely the microfiche card number and the location designation of the articles on the microfiche. So for each citation you find jot down the year and subject index you are using plus the number and letters given for the microfiche.

In the example below, the microfiche location for an article on alternative energy resources in Illinois is 2:G4-6. The subject, energy resources, is found in the subject index ENVIRONMENT, Jan. 1977.





Urban Affairs Library

## ENVIRONMENT

CARD 2  
January, 1977  
Copyright © 1974 NewsBank, Inc.


1   2   3   4   5   6   7   8   9   10   11   12   13   14

↑   ↑   ↑   → Columns

## EXERCISE

In the 1976 New York Times Index, find material on plants. Read through the citations.

1. List 3 additional topics (see also references) you could look under for related material.
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
2. Take a close look at all the entries under the heading plants. How are they listed? (circle appropriate letter)
  - a) chronologically by date of article
  - b) from general to specific
  - c) in no specific order
  - d) alphabetically
3. There is an article on "... increasing number of people who have become disenchanted with growing house plants ..." On what date did the article appear in the newspaper? \_\_\_\_\_
4. What page and in what column does the article appear?
 

page \_\_\_\_\_ column \_\_\_\_\_
5. Go to the microfilm and find the article used in question 2 and 3. When you have read the article, answer the following 2 questions:
  - a) Who wrote the article? \_\_\_\_\_
  - b) What is the only plant that the woman in the article still loves?  
\_\_\_\_\_

## EXERCISE

Get the 1975 Annual Index to the Christian Science Monitor. Turn to page 62 and use the subject Colorado.

1. In what regional edition would you not find the article "Telephone rates Dwight Brass finds pressure works?" \_\_\_\_\_

Use the "Grand Junction" article to answer the next 3 questions.

2. What does E stand for? \_\_\_\_\_
3. What date does the article appear in the Midwestern edition? \_\_\_\_\_
4. Using the Midwestern edition, what does 7-1 stand for? \_\_\_\_\_
5. If you wanted to read the article "Denver," under what subject would you look?  
\_\_\_\_\_

## EXERCISE

Please complete the following exercises using Newsbank. Don't forget to keep your procedure instructions handy for easy reference.

1. Using the Guide to the Index, look up the topic "land acquisition." Which three subject indexes are listed as having entries on this topic?

a) \_\_\_\_\_ c) \_\_\_\_\_  
b) \_\_\_\_\_

2. Using the subject index Political Development (July-Sept. 1976), find the heading "women in politics."

Is there an article available on "caucuses?"

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, which state is the article about? \_\_\_\_\_

3. Use the subject index Environment (August, 1977).

a) Under what main heading would you find an article on "volcanoes?"

\_\_\_\_\_

b) What is the microfiche card number and location designation for an article on "hazard areas in California?" \_\_\_\_\_

4. Using your answer to question 3b, find the microfiche in the file and view it on the reader. Answer the following questions.

The article is taken from the following newspaper:

a) Title of newspaper \_\_\_\_\_  
b) City and State \_\_\_\_\_  
c) Date of article \_\_\_\_\_  
d) Complete title of article \_\_\_\_\_  
e) Author of article \_\_\_\_\_



### BASIC RESEARCH STRATEGY

The assignment of any type of library research can strike fear in the heart of many students ... but don't despair ... there are a few tricks to make the job much easier--start early, don't panic, and go about it systematically. In other words, plan

*Research tips*

your research in an orderly manner and keep exact records of the information you find.



Most of the exercises in this learning package are designed to teach you "how to find" information in the library, but the purpose of this section is to help you keep track of what you find.

Your search strategy will vary somewhat depending on the type of information needed,

but a few basic steps should be kept in mind.

First : Choose your subject carefully. Try to select one that you are interested in. It can actually be fun to track down information on something you feel strongly about.

Second : Make a preliminary search for material in the library. (Here's where the exercises in the package will help!) A good place to start is the card catalog and subject headings. If your subject isn't in the card catalog and there are no related subjects ("see also" references), then you may have problems. Your subject is too narrow, too specialized, or too recent to be entered in the catalog. On the other hand, if your subject is there and there are many subtopics and "see also" references under it, your subject is too broad.

When you've finished checking the card catalog, briefly check through a periodical index that covers your subject--maybe the Readers' Guide. Keep the same points in mind that were mentioned before for the card catalog. Notice the subtopics and "see also" references. Too many of these indicate your subject is too broad. Any one of the subtopics could be a subject in itself.

Third : Do some introductory reading. Read about your subject in an encyclopedia. This will give you an overview and some background material. Also, check at the end of the article to see if there is a bibliography (a list of sources that the author used in writing the article). Maybe some of the sources he mentions can help you.

Fourth : Make an outline. By this time you should have your subject pretty well in mind. Sit down and make a tentative outline. Write down the major idea that you wish to investigate, then break this idea down into all the points you wish to cover in the order they are to be treated.

Fifth : With outline in hand you are now ready to start gathering your source material. Here is where your strategy will vary the most. For instance, if you want very current material on your subject you would probably start with periodical articles and newspapers. If you wish specific facts or background material, a reference book such as an encyclopedia or almanac would be a likely place to start. But regardless of where you start, keep track of what you find. HOW??

Notecards!

Read through the material at hand, then go back through it and take notes on the facts and ideas that seem important for you to use. A very convenient way to keep track of your notes is by making notecards. Use cards of uniform size -- 3 x 5 or 4 x 6. Always include the following information for each reference:

1. Topic - heading from your outline.
2. Source - for books, include author's full name, complete title of book, publisher, place and date of publication and page number you have consulted; for periodical articles and newspapers include author's name, title of article, title of periodical plus month, day, volume and pages of article. (Be accurate in recording the source of information. This notecard can be used in compiling your bibliography and footnotes if these are required.)
3. Call number of book or periodical. - in case you need to go back to the sources for checking or further information.
4. Information you intend to use. This can be a tricky one. If you

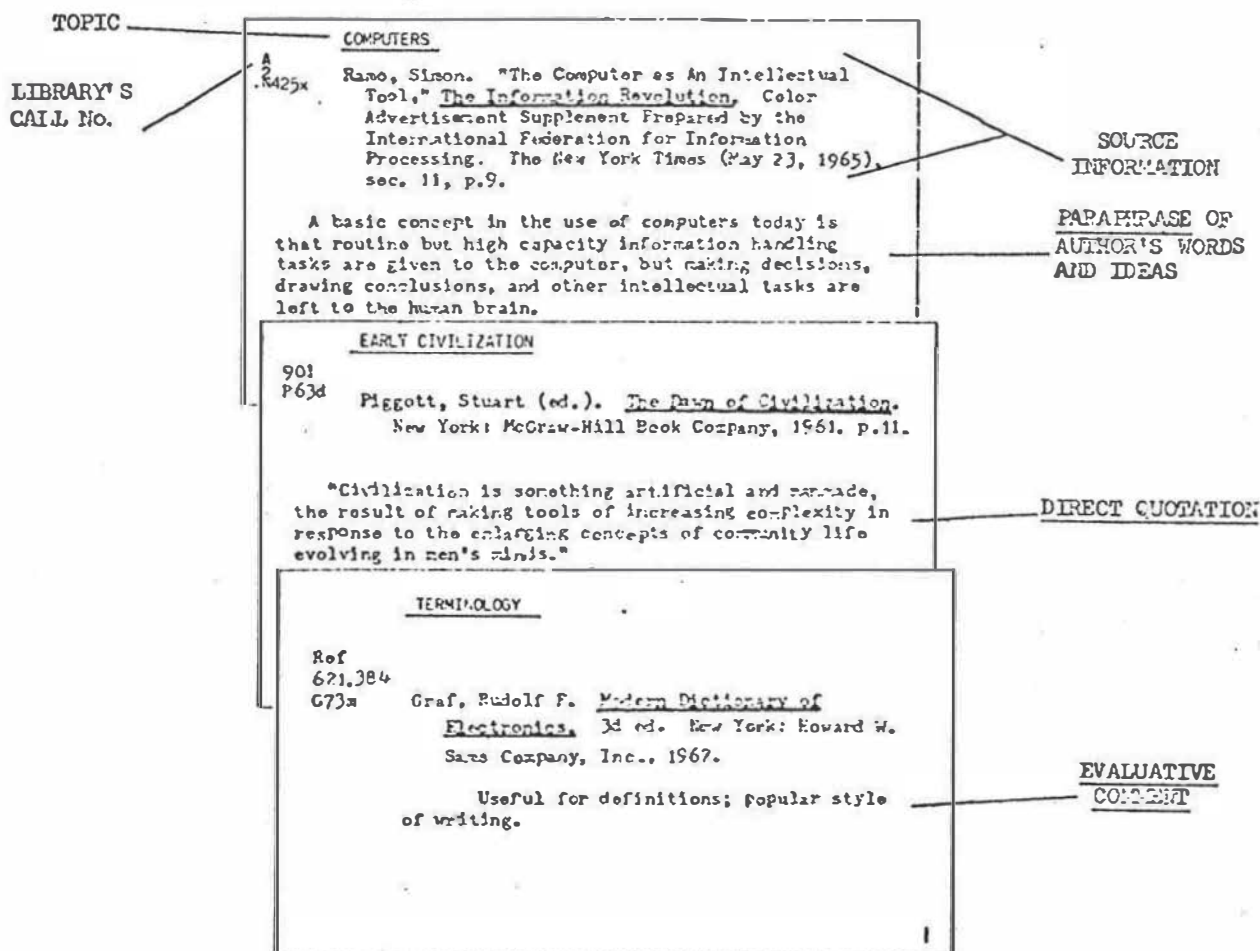
quote the author directly, be sure to denote this on your notecard by quotation marks around the author's words. Don't rely on your memory--you may forget a direct quote and be guilty of plagiarism. If you paraphrase the information you have just read, again be careful. Make sure that you do not lose the proper meaning when the information is taken out of context and rewritten in your own words. It is not enough to merely change a word here and there; you must take the central idea and rewrite your own interpretation and in your own words. You may also use a notecard to merely record factual data. Be sure to record all data accurately as well as complete information of your sources. Then your notecard is complete and ready to be incorporated into your finished product. Lastly, you may wish to use a notecard to record a critical or evaluative comment about a book or person. As before, carefully put down all the information on your source, even the call number in case you wish to check back for more information.

In summary, let's review the five basic steps in research strategy.

- First - choose your subject carefully
- Second - make a preliminary search
- Third - do some introductory reading
- Fourth - make an outline
- Fifth - start gathering material and keep track of what you find on NOTECARDS

When these steps have been accomplished, with notecards in hand you are ready to put together the final product. Be accurate and thorough in recording information on your notecards and they will serve you well not only in writing your paper, but also in compiling footnotes and bibliographies.

Note the three examples below - each shows a different use of notecards.



<sup>1</sup>Jean Key Gates. Guide to the Use of Books and Libraries. (New York: McGraw-Hill, 1962), p. 241


## EXERCISE - NOTECARDS

The following excerpt is taken from page 82 of Wilderness and Plenty by Frank P. Fraser, published in Boston by Houghton Mifflin Company, 1970. The Library's call number for this book is QH 541.13 .D36

"There can be no greater moral obligation in the environmental field than to ease out the living space and replace dereliction by beauty. Most people will never know true wilderness although its existence will not be a matter of indifference to them. The near landscape is valuable and lovable because of its nearness, not something to be disregarded and shrugged off; it is where children are reared and what they take away in their minds to their long future. What ground could be more hallowed?"

Using the information above, write a notecard for this book - refer to the examples given on a previous page.

Be sure to include: topic, call number and complete source information, then briefly paraphrase the author's ideas.



<sup>1</sup>Frank F. Fraser. Wilderness and Plenty. (Boston: Houghton Mifflin Company, 1970), p. 32.



### FOOTNOTES AND BIBLIOGRAPHIES

When you write a term paper or a research paper you will be expected to consult several sources and take material from the works of other authors. You may use their ideas and express them in your own words. Or you may wish to use some material much as it was presented by the original author or even quote the author directly. If you use the ideas of another author in unaltered form or quote him, you must give that author credit. To fail to do so is a form of cheating called plagiarism. It is much as if you were to take an answer from your neighbor's paper during an examination. You can give the original author the credit to which he is entitled through the use of footnotes and bibliographies.

Footnotes cite the specific page of a work from which the writer has taken a quotation or an idea. They may be placed either at the foot of the page or in numerical order at the end of the paper. The bibliography is a list of all of the works cited in the footnotes and appears at the end of the paper. The purpose of the footnote and the bibliography is to enable the reader to find the work cited. Enough information must be given for the reader to be able to do so. Certain items of information must always be included, and they must always be given in the same order. There are also certain rules of punctuation which must be followed. The order in which the items of information are listed and the rules of punctuation which must be followed, taken together, are the form of the entry.

There is no single correct form. Acceptable form will vary somewhat according to the manual of style consulted and the nature of the subject. Methods of citation in law and the sciences are different from those used in the humanities. You should always check with the instructor to see if any style is preferred before beginning your paper. The rules which follow and which you will use in this course are generally acceptable for papers in the social sciences and humanities. They are taken from Kate L. Turabian, A Manual for Writers of Term Papers, Theses and Dissertations, 4th edition (Chicago: University of Chicago Press, 1973). There is a copy of this manual at the Reference desk which you may consult for more complete information. The most important rule is consistency! Whatever style you adopt, you must use it throughout the paper.

## FOOTNOTES

Footnotes should be arranged in numerical order either at the foot of the page or at the end of the paper. If they are at the foot of the page all footnotes which appear on that page must refer to text on that page. The first time a work is cited you should give complete information in proper sequence. Thereafter a shortened form may be used. Shortened form includes the author's last name, the title of the work and page number-- Colin, Elements of Genetics, p. 94. For a first entry the following information is needed.

### For a book

1. Name of author or authors
2. Title of book
3. Name of editor, compiler or translator
4. Number or name of edition, if other than first
5. Facts of publication (place, publisher, date)
6. Volume number, if any
7. Page number of specific citation

### For an article in a periodical

1. Name of author or authors
2. Title of article
3. Name of periodical
4. Volume number, if any
5. Date of volume of issue
6. Page number

### Examples of Footnotes

#### BOOKS

<sup>1</sup>Edward Cecil Colin, Elements of Genetics, 2d ed. (New York: McGraw Hill, 1956), p. 36.

<sup>2</sup>Ibid., p. 39 (second reference to the same work)

#### PERIODICALS

<sup>1</sup>Peter Curran, "Two Stories," English Language Teaching Journal 30 (October 1975): 73.

Periodicals of general interest (those not considered scholarly journals) are

identified by date alone. The date takes the place of the volume number and is not enclosed in parentheses.

<sup>1</sup>Samuel C. Florman, "Another Utopia Gone," Harper, August 1976, p. 30.

#### ENCYCLOPEDIAS

Signed:

<sup>1</sup>Encyclopedia Americana, 1976 ed., s.v. "Disarmament," by Quincy Wright.

Unsigned:

<sup>1</sup>Encyclopedia Americana, 1976 ed., s.v. "Diomed Islands."

In citing encyclopedias the title of the article preceded by "s.v." (sub verbo, "under the work") is used rather than volume and page numbers. This form is used with works which are alphabetically arranged.

#### NEWSPAPERS

<sup>1</sup>Chicago Tribune, 8 November 1975.

#### MICROFORM REPRODUCTIONS

<sup>1</sup>Jack L. Daniel, A Conceptual Framework for Academic Responses to Social Issues (Bethesda, Md.: ERIC Document Reproduction Service, ED 102 837, 1974), p. 3.

#### YEARBOOKS

<sup>1</sup>U.S., Department of Agriculture, Yearbook of Agriculture, 1976 (Washington, D.C.: Government Printing Office, 1976), p. 312.

#### BIBLIOGRAPHIES

The bibliography is a list of the works cited in the footnotes and any other relevant sources used by the author. It is sometimes divided into sections, although this is not necessary if the bibliography is a short one. Entries should be arranged in some sort of order. The most commonly used scheme is an alphabetical arrangement by the last name of the author. Although the information included is much the same, there are some differences in form between footnotes and bibliographies. The author's name is given in reverse order in a bibliography, and page numbers are not used. Some examples of entries for a bibliography are given on the next page.

#### BOOKS

Colin, Edward Cecil. Elements of Genetics. 2d ed. New York: McGraw Hill, 1966.

#### PERIODICALS

##### Scholarly:

Curran, Peter. "Two Stories." English Language Teaching Journal 30 (October 1975): 72-75.

##### General Interest:

Florman, Samuel C. "Another Utopia Gone." Harper, August 1976, pp. 29-32.

#### ENCYCLOPEDIAS

##### Signed:

Encyclopedia Americana. 1976 ed. s.v. "Disarmament." by Quincy Wright.

##### Unsigned:

Encyclopedia Americana. 1976 ed. s.v. "Dicmede Islands."

#### NEWSPAPERS

Chicago Tribune. 8 November 1975.

#### MICROFORM REPRODUCTIONS

Daniel, Jack L. A Conceptual Framework for Academic Responses to Social Issues. Bethesda, Md.: ERIC Document Reproduction Service, ED 102 887, 1974.

#### YEARBOOKS

U.S. Department of Agriculture. Yearbook of Agriculture, 1976. Washington, D.C.: Government Printing Office, 1976.

## EXERCISE

Use the information given below to compile a short bibliography. Arrange the citations in single listing order (all alphabetical in one listing). Refer to the examples for the correct form for each type of entry.

1. In 1969 Columbia University Press in New York published a book by Sigurd Grava entitled Urban planning aspects of water pollution control.
2. Cities and geology was published in New York by McGraw-Hill in 1973. It was written by Robert Ferguson Legget.
3. Stephen Skjei published an article in the March, 1976, issue, volume 11, of Urban Affairs Quarterly entitled Urban problems and the theoretical justification of urban planning. The article was on pp. 323-44.
4. A magazine article by Charles H. Trout appeared in Nation, May 8, 1976, vol. 222, pp. 561-4. Apathy, pollution and crime: America's long urban turmoil was the title of the article.
5. The government printing office in Washington D.C. published the 1971 HUD Statistical Yearbook of the U.S. Office of Housing and Urban Development in 1972.
6. A signed article by Guy H. Fox may be found in the 1976 edition of the Encyclopedia Americana under the words municipal government.



## EXERCISE

Using the information in the previous exercise, write the following citations as footnotes. Leave them in the order given below, but rewrite them in correct form for the different types of citations.

1. The book by Robert F. Legget, page 44.
2. A reference to the article by Charles H. Trout, page 563.
3. A reference to the book by Sigurd Grava, page 99.
4. A second reference to the book by Grava, page 123.
5. A second reference to the book by Legget, page 62.
6. A third reference to the book by Legget, page 79.
7. A reference to the article in the Encyclopedia Americana.
8. A reference to the article by Stephen Skjei, page 333.

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- Feagley, Ethel Margaret and others. A Library Orientation Test for College Freshmen. New York: Columbia University, 1962.
- Goldhor, Herbert. Preface to The Measurement and Evaluation of Library Services by J. W. Lancaster. Washington, D.C.: Information Resources Press, 1977.
- Kirk, Thomas. "Problems in Instruction in Four Year Colleges," In Educating the Library User, pp. 83-103. Edited by John Lubans, Jr. New York: Bowker, 1974.
- Lancaster, Frederick W. The Measurement and Evaluation of Library Services. Washington, D.C.: Information Resources Press, 1977.
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- Garner, Jeffrey J. "Point-of-Use Library Instruction." Drexel Library Quarterly 8 (July 1972): 281-285.
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